

# Organisation of the education system in

France

2009/2010

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# 1. Political, Social and Economic Background and Trends

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France is often said to be the typical example of a Nation-state. This is quite a rare historical and geographical outcome in the world, which corresponds to a situation where the three main elements making up a country identity – the territory, the State and the people – merge into one entity.

Indeed, citizens must identify themselves with a sufficiently stable and continuous area and political system, in this event the Republic, in order to arrive at this stage. This state of affairs is the result of a long construction process which continued to be perfected up until the 5<sup>th</sup> Republic.

The French Documentation

## 1.1. Historical Overview

In this section, we have tried to provide a brief presentation of France's history from the time of its foundation until the present day. We believe this is relevant for a better understanding of the State's evolution.

France derives its name from the Franks. The military and political successes of this Germanic people and the conversion of its king, Clovis, to Christianity in 496 enabled western Franks to take over most of Gaul. The greatest expansion of the kingdom of the Franks (*regnum francorum* in Latin), unified by the first Carolingians, occurred under Charlemagne, who was crowned "Emperor of the Franks and Romans" in Rome by the Pope in 800. However it was almost half a century later before Francie, a term initially referring to the territories of the original kingdom of the Franks, gave birth to France. The Strasbourg oaths, in 842, and the Verdun treaty in 843, completed the distinction between the territories which were to become France and Germany.

The French Revolution, which broke out in 1789, is the event in French History which marks the turning point between the "modern Era" (the Renaissance period and "Age of Enlightenment") and the "contemporary Era". After a short period of constitutional monarchy, the Republic was proclaimed on 21 September 1792. However, subsequently, throughout the 19<sup>th</sup> century, France was subject to instability, with several political regimes in succession, i.e.:

- The Empire of Napoleon 1<sup>st</sup> (1804-1815);
- The Restoration, i.e. the restored Monarchy: Louis XVIII (1815-1824) and Charles X (1824-1830);
- The July Monarchy (put in place by the Revolution of 27, 28 and 29 July 1830, also known as "the Three Glorious Days"), which corresponds with the reign of Louis-Philippe, the "Citizen King", from 1830 to 1848;
- The Second Republic, proclaimed on 25 February 1848, abolished following Louis-Napoleon Bonaparte's coup on 2 December 1851 ;
- The Second Empire of Louis-Napoleon Bonaparte, self-proclaimed Napoleon III (December 1852 – 4 September 1870);
- The Third Republic, proclaimed on 4 September 1870.

The First World War (1914 – 1918) is a pivotal element in French History, at the end of which France was victorious but weakened by the human, financial and material sacrifices incurred during the war. However, the economic situation progressively recovered; the economic crisis resulting from the 1929 Wall Street crash did not affect France as much as other countries.

The 1930s were marked by increasing social unrest which resulted in the victory of the *Front Populaire* in the 1936 elections. However, Europe was preparing for war against Germany's Third Reich which broke out in September 1939. Following the German troop invasion of May 1940, a new government was constituted, led by Marshal Pétain, who requested an armistice, concluded on 25 June. General de Gaulle, who had left for London, was opposed to this armistice: on 18 June, on British radio (BBC), he launched his famous call to the French people, encouraging them to carry on fighting. Pétain's government moved to Vichy, abolished the Republic and tried to collaborate with Germany. France remained occupied, partially at first and then completely from November 1942.

A Provisional Government of the French Republic (*GPRF*) was constituted in 1944, headed by De Gaulle and made up of Gaullists, Christian Democrats, socialists and communists. In October 1946, a new constitution was approved by referendum. Thus began the Fourth Republic.

The strong desire of European leaders for peace and co-operation after the war resulted in the signing of the "Euratom" treaty on 25 March 1957 in Rome by Germany, France, Italy, the Netherlands, Belgium and Luxembourg, as well as the treaty establishing the European Economic Community (EEC), which is the origin of the current European Union. These treaties also reflect the increased desire of European countries to measure up to the major economic powers (the USSR and the USA), illustrated by the creation, in 1950-1951, of the ECSC (European Coal and Steel Community), initiated by Jean Monnet, the "father of Europe".

However, the political regime of the Fourth Republic, characterised by a weak executive power and significant government instability, was faced with serious difficulties: war in Indochina, followed by the war in Algeria in 1954. On 28 May 1958, following serious insurrectionary demonstrations which started on 13 May in Algeria, the government was overthrown. The President of the Republic, René Coty, asked General de Gaulle to lead the country in order to avoid a potential civil war. De Gaulle became President of the Council in June 1958, obtained full powers and took charge of drawing up a Constitution, which was to become that of the Fifth Republic, adopted by referendum on 28 September 1958. He was elected President of the Republic in December of that year and re-elected – this time by universal suffrage following a constitutional reform adopted by referendum in 1962 – in December 1965.

The "May 68 events", originally a student protest movement which extended to the entire working population and led to an almost general strike, united left-wing parties. General de Gaulle was obliged to dissolve the National Assembly and organise new elections. Thanks to a major pro-de Gaulle demonstration of one million people on the Champs-Élysées, he was able to resume control of the situation, and the elections of June 1968 resulted in a comprehensive victory for the reigning Gaullist majority. In the meantime, the "Grenelle agreements" between the government, employers and trade unions, provided for the implementation of important measures in favour of employees.

Charles de Gaulle's successors at the helm of France were Gaullist Georges Pompidou (1969-1974), then Valéry Giscard d'Estaing (elected in 1974), who came from the independent and liberal Right, socialist François Mitterrand (elected in 1981; re-elected in 1988), and neo-Gaullist Jacques Chirac (elected in 1995; re-elected in 2002). In 2000, the reduction in the presidential term to five years was adopted by referendum: Jacques Chirac's second term therefore expired in May 2007. Nicolas Sarkozy (right) was elected on 6 May 2007.

## **1.2. Main executive and legislative bodies**

The main executive and legislative institutions at international level are: the President of the Republic, the Government and the Parliament made up of the National Assembly and the Senate.

### 1.2.1. Jurisdiction distribution at national level

The President of the Republic, keystone to the institutions, is elected for a five-year term by universal suffrage and by winning absolute majority of the votes cast. He appoints the Prime minister and, on proposal of the latter, the other members of the government.

As head of the government, the Prime minister answers both to the President of the Republic and the National Assembly. The latter have the power to remove him from office, notably by a majority of the 577 members of parliament voting and adopting a motion of censure.

In the words of the Constitution, "the government decides and leads the Nation's policy". However, in practice, the President of the Republic is the true leader of the executive, despite the fact that he cannot engage his political responsibility in front of the National Assembly, which in turn cannot remove him from office.

The Parliament includes the National Assembly and the Senate. Members of parliament are elected by direct universal suffrage, by a two round majority vote for a single constituency member (there are currently 577 constituencies).

There are 331 senators in total and they are elected by indirect universal suffrage at the level of the *département*, by an electoral college made up of members of parliament, departmental councillors and town councillors (number varies according to the size of the municipality). They are elected for six years.

The political parties and movements are:

- *Front National* (National Front, nationalist right);
- *Union pour le Mouvement Populaire* (UMP, Union for a Popular Movement, right-wing party with the majority in the National Assembly);
- *Nouveau Centre*, a political ally of the UMP party;
- *Mouvement Démocrate* (MoDem, Democratic Movement) a party of the centre;
- The Socialist Party (PS), the main opposition party in the National Assembly;
- *Parti Radical de Gauche* (PRG, Left Radical Party), a traditional ally of the Socialist Party;
- *Mouvement Républicain et Citoyen* (MRC, Citizen and Republican Movement), also an ally of the PS;
- The Greens (ecologists);
- French Communist Party (PCF);
- *Parti de Gauche* (Left-wing Party);
- *Nouveau Parti Anti-Capitaliste* (New anti-capitalist party);
- *Lutte Ouvrière* (Workers' Struggle).

The 1958 Constitution determines an area of law (article 34), that is to say the jurisdiction of the legislator (the Parliament), and a regulatory area (article 37) relating to the executive power, that is to say the government. In terms of education, only the "fundamental principles of education" are an area of law: thus, only two major framework laws have been voted by the Parliament over the past twenty years (1989 and 2005), setting out the main principles and objectives of the education system. But, within this defined general framework, it is the government's responsibility to define and implement the education policy and the Parliament only intervenes to approve the ministry of National Education's annual budget.

## 1.2.2. Distribution of responsibilities within local government

Metropolitan France is divided into twenty-two regions, each a group of two to eight *départements*. The 1972 law named them public institutions. The decentralisation laws from 1982 to 1983 noticeably increased the role of local governments. Furthermore, the last decentralisation law relating to local freedoms and responsibilities, promulgated on 13 August 2004, lists the different jurisdictions devolved to the local governments (*regions*, *départements* and municipality groups) resulting in the constitutional reform relating to the decentralised organisation of the Republic adopted by the Parliament on 17 March 2003. The text makes provisions for financing these responsibilities by using tax funds transferred to the local governments (from 11 to 13 billion euros). It organises the State service transfer (more than 130,000 civil servants), made necessary by the transfer of competences and defines the individual guarantees given to the EPLE officers (*Etablissements publics locaux d'enseignement* 6.3.), who will have the choice of either integrating the Local civil service, within specific employment frameworks, or keeping their status as State civil servants.

There are a number of measures concerning the national educational system. Article 76 created a *Conseil Territorial de l'éducation nationale* (article L.239-1 of the *Code de l'éducation*), an advisory body presided by the minister and composed of State, regional, departmental and municipal representatives as well as representatives from the public institutions for inter-municipal cooperation. This committee can be consulted on any question relative to the local governments in the educational area.

### The region

The law of 2 March 1982 gives the regions full local government status and since 1986 has at its disposal an assembly elected by direct universal suffrage, entitled "Regional Council".

The State regional services are the responsibility of the regional **préfet** – with the exception of those of the National education, which remain under the authority of the **recteur de l'académie**, whose territory corresponds more or less to that of the region.

Regional councillors are elected for six years. They elect a president, who is the head of the regional executive. He prepares and implements the council's decisions.

The region has the general responsibility of promoting the economic, social, health, cultural and scientific development of the territory. Since the laws of 1982 and 2004, it is specifically responsible for the registration, restoration, accommodation and general and technical maintenance in the *collèges* and the *lycées*. It is also in charge of recruiting and managing the professional staff, workmen and service providers carrying out their duties in the *collèges* and *lycées*. The region is responsible for the organisation of the information centres and points for vocational training and apprenticeships, as well as advice on consolidating the experience acquired (VAE, see 5.17.2.).

### The département

France has 96 metropolitan *départements* and 4 overseas *départements* and territories (which concurrently have the status of region: Guadeloupe, French Guyana, Martinique, Reunion Island). The *département* is both:

- A decentralised local government with an assembly elected by the population on its territory: the general council. The general councillors are elected for six years by direct universal

suffrage. They elect a president who, since 1982, represents the *département's* executive body.

- A State administrative constituency, directed by a civil servant appointed by the government: the *préfet* whose role has been markedly decreased since the executive power transfer from the *départements* to the presidents of the general councils. He does however retain the important responsibilities. He is notably the government's political representative in the *département*; as such, he ensures that laws are applied and plays a role of government informer; in addition, he has legislative control over the actions of the *départements* and the municipalities: he can call on an administrative tribunal and ask for a decision to be cancelled if he believes it to be illegal.

The *département* has a number of responsibilities, notably school transport and the maintenance and construction of *collèges*. Responsibilities have been increased in the application of the decentralisation law of 13 August 2004, especially in terms of school transport whose full or part organisation they have been entrusted by agreement.

### **The municipality**

The municipality is a local authority made up of a territory and a population, which self-governs thanks to a body elected by direct universal suffrage: the municipal council.

Members of the municipal council are elected for six years. They elect a mayor who is both head of the municipal executive and a State agent.

"The municipal council deals by deliberation with municipal matters". It specifically ensures the construction, maintenance and administrative control of pre-elementary and elementary schools. However, the decision-making power which it holds in terms of creating schools or classes is accompanied by the need to obtain the State representative's agreement, that is to say the department *préfet*, insofar as it is the State which decides of the setting up of teaching posts. There are therefore consultation procedures between the State and the municipalities, in view of jointly establishing proper investment planning and teaching posts from the educational needs noted for short and medium terms.

The municipal council is responsible for each of the municipality's state schools.

[Loi de décentralisation du 22/07/1983](#)

[Loi relative aux libertés et responsabilités locales](#)

## **1.3. Religions**

The status of religion in France is defined in the 1905 law on the separation of Church and State. Inspired by three principles – republican unity, the respect of pluralism of philosophical and religious traditions as well as the freedom of conscience – the Church/State relationship in France has been redefined as follows:

- The State knows of the Churches (religions), without "recognising" them: it knows of their existence in civil society, without making a judgement on their spiritual or philosophical value.
- The legislative equality of the different faiths is recognised. The State guarantees the opportunity for each individual to be able to "disengage" from its community of origin or member community.
- The State gives indirect financial help to the different religious groups. This can be seen in a number of ways: tax deductions on voluntary gifts to cultural associations (and to other associations); subsidies given to religious, philosophical and other kinds of associations due to

the social benefit of activities led by these associations; maintenance of religious buildings (already standing in 1905) legally owned by the public authorities, and put at the free disposal of religious groups; the existence of a specific social security regime for clerics, monks and nuns.

- The freedom of thought and religion is fully recognised as well as the participation of religious institutions and groups with religious or philosophical reference in the public debate. In this frame of mind, members of diverse religious groups take part in certain advisory committees (national research ethics committee in life and medical sciences for example) or take part in conciliation missions (New Caledonia in 1989 for example). However, neither religious authorities nor groups can pretend to have any control over society or a privileged status in the name of a transcendent reference.

There is no religious confessional public education system. As detailed in the constitution's 1<sup>st</sup> article, the principal of secularism, which expresses the values of respect, dialog and tolerance, is at the heart of the French republican identity. To preserve the application of this principal and to guard against the growing risk of community clashes at the heart of the same educational institutions, a law was passed in 2004 forbidding pupils to wear extremely visible signs of religious belonging in an educational institution.

### Histoire de la laïcité

Loi encadrant, en application du principe de laïcité, le port de signes et de tenues manifestant une appartenance religieuse dans les écoles, collèges et lycées publics

## 1.4. Official and Minority Languages

The official language is French and this also applies to the education sector. However the eleven regional languages (Breton, Catalan, Corsican, Basque, the regional languages of Alsace, Creole, Gallo, Occitan – Langue d'Oc, Tahitian, the Melanesian languages, and the regional languages of the Mosellan countries) are sometimes used in some parts of France. Considered as elements of national culture and heritage, certain regions teach these languages optionally from *maternelle* (pre-school) to university.

The law of 11 January 1951 (the provisions of which were adopted under articles L 121-1, L 311-14, L 311-11 of the education code) has opened up the opportunity for regional language teaching in the regions where these languages are spoken. One of the priorities of the framework and programme law for the future of schools of 23/04/2005 is to ensure that young French people have command of at least one foreign language. Article 20 details that regional language and culture can be taught throughout schooling according to the methods defined by the State and the local governments. The regulatory and educational legislation was subject to renovation, notably with circular 2001-166 of 5 September 2001 relative to the development of the teaching of regional languages and cultures in school, *collège* and *lycée*, and the order of 12 May 2003 and circular 2003-090 of 5 June 2003, with regard to the bilingual teaching of regional languages on a parity basis in schools and the "regional languages" sections of *collèges* and *lycées*.

In primary school, teaching can be given in the form of beginner's classes (1 to 3 hours per week) or bilingual classes (where the regional language is both the language taught and the teaching language).

In some "collèges", optional 1 hour classes in regional culture and language from 6<sup>ème</sup> to 3<sup>ème</sup> can be offered. This teaching can be proposed as early as the 4<sup>ème</sup> class, within the framework of the obligatory 2<sup>nd</sup> modern language or optional class. Moreover, regional language sections can be set up to continue the bilingual education received in primary school. These sections offer regional language

and culture classes for a minimum of three hours a week as well as teaching one or two subjects in the regional language.

In the "lycées", regional languages can be chosen as the 2<sup>nd</sup> or 3<sup>rd</sup> modern language and as compulsory or optional classes.

Décret n°2005-1011

## 1.5. Demographic Situation

The total surface area of France is 549,000 km<sup>2</sup>. The French population (mainland and overseas *départements*) was estimated at 64.3 million: 62.45 million in mainland France and 1.85 million in the overseas *départements*. These estimates take into account the final results of the census which determines the legal population as of 1<sup>st</sup> January 2006.

### Population evolution

Year	Population as of 1 <sup>st</sup> January	Live births	Deaths	Natural balance	Estimated migration balance	Adjustment*
1999	60,123	775.8	547.3	+ 228.5	+63	+94
2000	60,508	807.4	540.6	+ 266.8	+72	+94
2001	60,941	803.2	541.0	+ 262.2	+87	+94
2002	61,385	792.7	545.2	+ 247.5	+97	+94
2003	61,824	793.0	562.5	+ 230.6	+102	+94
2004	62,251	799.4	519.5	+ 279.9	+105	+94
2005	62,731	806.8	538.1	+ 268.7	+92	+94
2006	63,186	829.3	526.9	+ 302.4	+90	0
2007 (p)	63,578	818.7	531.2	+ 287.5	+71	0
2008 (p)	63,937	834.0	543.5	+ 290.5	+76	0
2009 (p)	64,303	...	...	...	...	...

(p) 2007, 2008 and 2009 populations, 2008 registries: temporary results as of the end of 2008.

\* The rounding adjustment method does not make it possible to identify the population of the next year by simple summation.

Scope: France.

Sources: *Insee, population estimates and registry statistics, 2009.*

France is, along with Ireland, the European Union country with the highest fertility rate. The average maternity age continued to increase in 2008: it reached almost 30 years old, i.e. almost two more years than twenty years ago. This is a general trend in Europe, with the exception of the Eastern European countries who have recently joined the European Union.

### Population by age category

	Average age (years)	Median age (years)	Under 20	20 to 59	60 and over	of whom 75 and over
<b>2000</b>	38.5	37	25.8	53.8	20.4	7.1
<b>2001</b>	38.7	37	25.7	53.9	20.4	7.3
<b>2002</b>	38.8	37	25.5	54.2	20.3	7.5
<b>2003</b>	39.0	38	25.4	54.2	20.4	7.6
<b>2004</b>	39.1	38	25.3	54.3	20.4	7.7

<b>2005</b>	39.3	38	25.2	54.2	20.6	7.9
<b>2006</b>	39.4	38	25.1	54.2	20.7	8.1
<b>2007</b>	39.6	38	25.0	53.9	21.1	8.3
<b>2008 (p)</b>	39.7	39	24.9	53.6	21.6	8.5

p: temporary data.

Scope: population as of 1<sup>st</sup> January.

Source: Insee, 2008 demographic assessment.

The decrease in fertility compared with the very high levels of the “Baby boom” era, combined with the increase in life expectancy, have significantly modified the age structure of the French population in the past thirty years. The number of senior citizens is rising and that of young people is diminishing. As of 1<sup>st</sup> January 2008, the 60 and over category accounted for 21.6% of France’s population compared with 20.2% ten years before. For the first time, the under 20 category represents less than one quarter of the population (24.9% compared with 26% in 1998).

## 1.6. Economic Situation

In 2008, the gross domestic product increased by 0.4% on the annual average, following a + 2.3% growth in 2007 and + 2.2% in 2006. Adjusted to take into account the number of working days, this growth is reduced by 0.1% down to + 0.3%. The economic activity dropped in the spring and this decrease got worse in the autumn due to the crisis. This limited activity is mostly due to the significant drop in the domestic demand: consumption slowed down and investments were affected; economic growth also suffered from a run-down of inventories, particularly strong at the end of the year. External trade was also affected: exports stopped growing and the slowing down of imports was even more significant.

Household purchasing power slowed down considerably and household savings rate slightly decreased. The margin ratio of non-financial corporations dropped, while the activity of financial companies stagnated.

On average in the third quarter of 2009, the unemployment rate as per the ILO amounted to 9.5% of France’s economically active population (including overseas *départements*).

In mainland France, the unemployment rate amounted to 9.1%, i.e. nearly 2.6 million people. It was stable compared with the revised data of the second quarter of 2009. This rate of 9.1% was already achieved in early 2006 before unemployment dropped until early 2008.

More generally in mainland France, 3.3 million people do not work although they wish to, whether or not they are available for work within two weeks and whether or not they are looking for employment.

National Institute of Statistics and Economic Studies (INSEE)



## 1.7. Statistics

National Institute of Statistics and Economic Studies (INSEE)

In 2008, the GDP amounted to €1,950,085 million (France + overseas *départements*). The GDP per capita was €30,401.

According to 2007 data, breakdown of the **average net monthly salary** between socio-economic categories was as follows:

Average monthly salaries net of any deduction by gender and socio-economic category				
	2007			
	Net monthly amounts in current Euros			
	Men	Women	Total	W/M (%)
Managers (1)	4,280	3,270	4,001	-23.6
Intermediate occupations	2,126	1,863	2,019	-12.4
Clerical workers	1,447	1,368	1,393	-5.5
Manual workers	1,501	1,241	1,464	-17.3
<b>Total</b>	<b>2,145</b>	<b>1,736</b>	<b>2,001</b>	<b>-19.1</b>
(1): including salaried entrepreneurs				
Scope: full-time salaried staff in the private and semi-public sector.				
Source: Insee, DADS.				

In September 2009, the **mortality rate** in mainland France was 7.8% (temporary figure) and the **birth rate** was 13.4% (temporary figure).

The **unemployment rate** in mainland France in the 3<sup>rd</sup> quarter of 2009 amounted to 9.1%, breaking down between the different population sub-categories as follows:

Q 3 .year	MEN (%)				WOMEN (%)			
	Age			Total	Age			Total
	15-24	25-49	>49		15-24	25-49	>49	
Q3.2007	19.1	7.1	5.3	7.8	19.6	8.7	5.5	8.9
Q3.2008	20.1	6.0	5.1	7.2	19.7	8.1	5.3	8.2
Q3.2009 (p)	24.6	7.8	6.4	9.1	24.5	9.4	6.2	10.0
(p) = temporary result								

Source: INSEE 2009

## Religious community distribution

The French State does not take a census of the religious affiliation of citizens.

A survey carried out in April 2007 by TNS Sofres for EPIQ (Survey of Daily Newspapers) gives some indication of the religion declared by these citizens:

69% of the French population claim that they are religious, i.e.:

- Catholics: 59%
- Muslims: 3%
- Protestants: 2%
- Jews: 1%
- Buddhists: 1%
- Other religion: 1%
- Their own religion: 2%

The Catholic religion is more often cited as the age of those surveyed increases: 44% of 15-34 year-olds compared with 75% for those over 60. The opposite trend is observed with regard to the Muslim religion, albeit less markedly so: 8% of 15-34 year-olds, 3% of 35-59 year-olds and less than 1% of those over 60. Certain regions such as Lorraine (76%), Auvergne (72%), Nord-Pas-de-Calais (64%), Aquitaine and Midi-Pyrénées (64% each) have more Catholics than the average observed over the entire territory, whereas 17% of Alsace residents claim to be protestants (compared with 2% for the entire territory) and 7% of Île-de-France residents claim they are Muslims (compared with 3% on average).

The level of religious practice seems fairly low. Only 2% of those who consider themselves religious go to mass, cult or religious services several times a week, 8% once a week and 7% once or twice a month, i.e. a total of 17% with a regular practice. The vast majority only go occasionally, for major holidays (23%), only for ceremonies (53%) or never (6%).

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## 2. General Organisation of the Education System and Administration of Education

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### 2.1. Historical overview

The historical development of the way the educational system is organised has seen three major developments: the birth of a central administration, the setting-up of an administrative National Education organisation and the separation of Church and State.

#### 2.1.1. Creation of a central administration and *académies*

It is the Imperial university organisation, created by Napoleon 1<sup>st</sup>'s decree on 17 March 1808, which gave birth to a true educational administration. Resulting from the Jacobian conception which dictates that Education, must, for the most part, depend on the State, it establishes a state monopoly on the organisation of education (appointment of all posts, teacher assessments, authorisation to open new schools, distribution of scholarships).

Its management was entrusted to a civil servant: the *grand maître* or head master, who cumulated his post, from 1824 onwards, with that of the newly created Minister for ecclesiastical matters and Public education. Appointed State minister in February 1828, the new University *grand maître* was seen as the prime minister of Public education.

Then, through different systems, the post of Minister evolves with an increasing amount of responsibilities. His title changes in 1932 to Minister for National education. Since 1945, the post has been subject to a number of reforms which constitute the current organisation.

Napoleon 1<sup>st</sup> divided the Imperial University into constituencies which have in time become *académies*. During the 19<sup>th</sup> century, their number noticeably increased. There are thirty at the present time: 26 metropolitan *académies* and four overseas. From 1962, there has been an attempt to harmonise academic delimitations with regional action constituencies and the territory and region of 23 *académies* coincide. Despite trying to reconcile the region, the *académie* remains an administrative constituency of the National Education, directed by a *recteur*.

A function created by an imperial decree in 1808, at the same time as the University's creation, the *recteur*'s role has not increased continuously throughout the 19<sup>th</sup> century, under the combined effects of public education development and various reforms which have affected the general organisation of the National education administration and its relations with State authorities in the region and the *département*. Thus the *recteur* who, in the past, played an essentially representative role, saw his post gradually transformed into that of an administrator and school education manager, and more specifically in secondary education.

#### 2.1.2. Creation of compulsory, free and secular National education

Holders of all powers (President of the Republic, Chamber of Members of Parliament, Senate) from 1879 onwards, the Republicans, at the instigation of Minister Jules Ferry, created a compulsory, free

and secular National education system for children from 6 to 13 years old. The schools are dependant on the municipalities, which build them and maintain them. The State determines school curricula (see 5.13.) and provides for the recruitment and training of teachers.

### 2.1.3. The separation of Church and State

Secularism is one of the three general principles of public education in France. It is based on the Napoleonic concordat of 1801 and the separation law of Church and State in 1905. School must be neutral and nondenominational: this applies to the teaching of religious matters featured in primary and secondary education programmes. Similarly, teachers do not have the right to talk of their personal beliefs and all religious propaganda is banned within the school establishment.

Furthermore, the law 2004-228 of 15 March 2004 stipulates that "in state schools, *collèges* and *lycées*, pupils are forbidden to wear signs or clothes which conspicuously show any religious affiliation."

However, secularism does not forbid the presence of chaplaincies in school establishments (decree on religious teaching and chaplaincies in state education, no. 88-112 of 24 April 1988).

In the three departments Haut-Rhin, Bas-Rhin and Moselle, linked to the German empire from 1870 to 1919, French legislation before 1870 and German legislation have been maintained in some areas, notably concerning relations between school and Church. The State pays the ministers of the three religions recognised by the concordat of 1801 (Catholic, Protestant, Hebrew), and religious education is an integral part of teaching in state institutions.

## 2.2. Ongoing debates and future developments

The principal objectives of the reforms undertaken by the ministry of National Education for the 2009 – 2010 school year are to improve the performance of the education system, prevent early drop-outs and give all pupils a chance of success.

To do this, a number of systems have been implemented at the beginning of the 2009 school year:

- At **pre-primary education level**, measures have been implemented so that pre-school education can play a role in the fight against social inequalities, by preparing all pupils for primary education. Among these measures are the creation of 100 new national education Inspector positions in charge of pre-school and the introduction, in each pupil's school record book, of a skills assessment at the end of pre-school, with a view to reinforcing the evaluation of pupils' acquired skills at this stage (see also 3.2.).
- At **primary education level**, the guidelines of the primary education reform initiated in 2008 were fully implemented at the beginning of the 2009 school year, notably with regard to the **aid and support systems** designed to ensure the success of each pupil (see also 4.2.).
- At **lower secondary education level** (*collège*), **new programmes**, published in August 2008, were implemented at the beginning of the 2009 school year. They respond to the need to take into account the common foundation of knowledge and skills stipulated by the decree of 11 July 2006, and to guarantee continuity with the primary education programmes in effect since the beginning of the 2008 school year. As of September 2009, **the evaluation of the acquisition of the foundation** was extended to all institutions (see also 5.2.2.).

- At **upper secondary education level** (*lycée*), the **vocational curriculum** has been renovated to raise young people's qualification level and limit the number of those leaving the education system early and without a qualification (see also 5.2.4.).

- At **higher education level**, the 2009-2010 academic year was characterised by a **consolidation** of the university reform launched in 2007. The commitments of the ministry of Higher education and Research aim at four principal objectives (see also 6.2.) :

- further increase the **appeal** of university;
- **reduce failure** in the first academic year;
- improve student **guidance** to reduce the number of those leaving without a qualification and achieve the objective of 50% of an age group obtaining a higher education qualification;
- continue to support the creation of the “**Research and Higher education hubs**” launched in 2007.

The 2009-2010 school year was also marked by the implementation of **reforms throughout the education career**, relating to:

- the standardisation of the **cross-sectional teaching of art history** in *collège* and *lycée*, in order to reinforce the cultural and artistic education of all pupils (see also 5.13.1.).
- the development of pupil **guidance** systems: the “trade discovery” course experimented in 2008-2009 has been extended to all pupils from the second *collège* year (*cinquième* class) to the final *lycée* year (*terminale* class) as of the beginning of the 2009 school year (see also 5.2.3.).
- the continuation of the personalised and free **educational support** throughout the education career (from primary school to the end of secondary school). The objective of this additional education is to give all pupils a chance to succeed. Similarly, the accommodation and support measures designed for **disabled** pupils have been significantly developed (see 10.2.).
- the development, during this school year, of a **safety plan** in education institutions and the preparation for the swine flu pandemic risk.

Regarding **future developments**, debates are ongoing for the preparation of new reforms. Three projects have been initiated:

- the reform of **teacher** recruitment examinations, in collaboration with the Ministry of higher education and research. An in-depth reform of teacher recruitment procedures and training will come into force at the beginning of the 2010-2011 year. This reform stipulates the recruitment of primary and secondary school teachers at master level. In addition to possible occupational training elements from *licence* level, the initial training of teachers will now take three years, including both master years and the first year of employment (see also 8.1.2.);
- the global reform of the **general and technological lycée**, designed to prevent early dropouts and improve pupils' preparation for higher education (see 5.2.5.);
- implementation of new measures to further develop pupil **guidance** systems with a view to reducing the number of dropouts without a qualification.

Preparation for the new 2009 school year

*Bulletin Officiel* no. 21 of 21 May 2009

Dossier on the new 2009/2010 academic year

## 2.3. Fundamental Principles and Basic Legislation

French public education is based on three mainstays:

- Secularism;
- Compulsory education to 16 years of age;
- A free public service.

The fundamental principles of the French education system are presented in the CODE DE L'EDUCATION:

Article L111-1

"Education is the first national priority. The Educational public service is designed and organised following the needs and requirements of pupils and students. It contributes the equal opportunities. Everyone is guaranteed the right to education in order to enable them to develop their personality, to increase their level of initial and continuous education, to fit into social and professional life and to exercise their citizenship"

**The main principles** which organise the general National Education policy are defined in **the framework and programming law of 23/04/2005** (B.O. n°18 of 5 May 2005) and, for higher education, the new **law of 10 August 2007 relative to the liberties and responsibilities of universities** (see also 5.3. and 6.3.).

Other legislative provisions guarantee equal opportunities for the success of all pupils, notably:

- The planning law of 18 January 2005 regarding social cohesion;
- The law of 11 February 2005 for equal rights and opportunities, participation and citizenship of disabled persons;
- The law of 31 March 2006 for equal opportunities;
- The decree of 28 July 2006 relative to parents, parents' associations and amending the regulatory section of the Education code.

Pupils' parents in primary and secondary education

Framework law on higher education

Framework and Programme Law for the Future of School

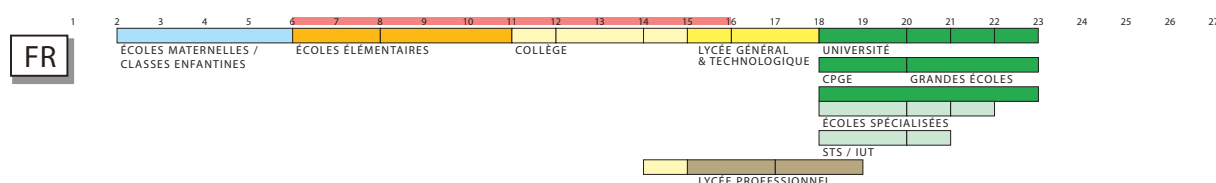
Framework law on education

Law for equal opportunities

Law on education

## 2.4. General Structure and Defining Moments in Educational Guidance

### Organisation of the education system in France, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

Education is compulsory and free from the ages of 6 to 16; it includes five years of primary education (in primary school) followed by five years of secondary education: four years in *collège* (lower secondary education) followed by the 1<sup>st</sup> *lycée* year (upper secondary education). After this, pupils can continue up to the final *lycée* year (which theoretically corresponds with the age of 17/18) and enter higher education. Access to a higher education cycle depends on passing a State examination which awards a national diploma, the *baccalauréat*.

As a whole, the French education system is currently organised as follows:

- Primary education, which includes:

- Pre-primary education, more widely known as *école maternelle*, is optional and free for all French and foreign children aged 3 to 6 years old. 2 year-olds can also be admitted depending on the number of available places. Although optional, pre-school, which currently accommodates for nearly 100% of children from the age of 3, is now part of the normal curriculum of pupils.
- Primary school is compulsory and free for all pupils aged 6 to 11/12. Transition to secondary education is automatic and subject to no examination.

- A secondary education cycle which includes:

- *Collège* (lower secondary), compulsory and free for pupils aged 11 to 14/15. At the end of the final year (*troisième* class), a national diploma is awarded, the *brevet*, which assesses the knowledge and skills acquired in *collège*. Pupils do not have to pass this examination to move up to *lycée*.
- *Lycée* (upper secondary), free for pupils aged 15 to 18. At the end of *collège*, pupils can continue their education in a general and technological *lycée* or a vocational *lycée*. The

general curriculum prepares pupils for the general *baccalauréat* and extended higher education. The technological curriculum prepares them for the technological *baccalauréat* and technological higher education. The vocational curriculum offers a concrete education in connection with businesses and trades. Vocational *lycée* pupils prepare for a *Certificat d'aptitude professionnelle* (C.A.P. or vocational training certification) in two years or a vocational *baccalauréat* in three.

- A higher education cycle organised, since 2002, into 3 *Licence* years, 2 Master years and 3 Doctoral years, in accordance with the European architecture of qualifications

## 2.5. Compulsory Education

Compulsory education is provided for in article L131-1 of the *code de l'éducation*.

Article L131-8 and articles R131-5 to R131-10 and R131-19 of the *code de l'éducation* detail the methods of this control, more largely explained by decree n°2004-054 on 23 March 2004.

Education is compulsory for children of both sexes, French and foreign, aged six to sixteen years old. It can be given either by state or private institutions or schools, or in families by one or both parents, or any person of their choice. Article 11 of the framework and programme law for the future of schools from 23/04/2005 which completes article L. 131-2 of the *code de l'éducation* adds that a distance learning public service has been set up notably to ensure education for children who cannot be educated in school or in a school institution.

When a child is temporarily absent from school, the persons responsible must immediately inform the head teacher (primary education) or head of the institution (secondary education) of the reasons of this absence.

The school institution is the first port of call for preventing, pin-pointing and treating absences. From the moment when the absence has been pin-pointed, the family is contacted as quickly as possibly in order to know the reasons for this absence. A relation of trust, based on dialog, must then be instigated. When dialog with a family has broken down and regular attendance has not been restored, the head teacher or the head of the establishment transfers the child's file to the *inspecteur d'académie* (responsible for and representing the State for a given educational constituency). The latter can entrust social services the care of carrying out necessary additional steps in favour of the pupil. The *inspecteur d'académie* sends a warning to the people responsible for the child and reminds them of the penal sanctions to which they are liable for (article R 624-7 of the penal code) when, despite the head of the educational institution's invitation, they have not communicated the reasons for the child's absence or have given inexact reasons for the absence or yet again in the event of the child having missed class without a legitimate reason or valid excuse for at least four half-days in the month. He then calls a meeting with them during which proposals liable to reinstate the child's regular attendance are formulated. If he finds it useful, the *inspecteur d'académie* can offer the persons present at this meeting to take part in a parental responsibility support module.

Reception and protection of the childhood



## 2.6. General Administration

The French education system has been historically extremely centralised. By deciding to transfer to the local government a certain number of powers and responsibilities up until then exercised by the State, France has since 1982 committed to an important decentralisation programme which has deeply modified the respective areas of responsibility of the State public administrations and the local governments.

However, the State retains an important role. It remains guarantor of the public service's proper operation and of educational coherence. As such, it continues to define pedagogical framework and educational curricula, and it continues to ensure, as in the past, recruitment, training and management of the teaching staff in public education, which admits more than 80% of the pupils. It also ensures the training and management of teachers in private education under contract and assumes the operating costs of private institutions within this framework.

Each local government has more specific responsibility for a certain type of educational institution: the municipality is responsible for the schools; the department for the *collèges* and the region for the *lycées*. Since the decentralisation law of 13 August 2004, the *départements* have become owners and are responsible for the operation of the *collèges* and the regions of the *lycées* (articles 79 and article 84).

### 2.6.1. General administration at national level

The State defines the pedagogical frameworks and teaching programmes and ensures staff recruitment, training and management; it allocates the necessary teacher and administrative personnel posts in public education as well as in private education under contract.

The ministry for national Education sets the school holiday dates in each of metropolitan France's three zones (see 4.9.). The calendar is set out on the basis of 316 constructive half-days in the school year.

Following the 2007 presidential election, the administration of the education and training system is in the hands of two ministries: the Ministry for Education and the Ministry for Higher Education and Research.

To prepare and implement his policies, the Minister for Education is assisted by:

- general audits: *Inspection Générale de l'Éducation Nationale* (IGEN) and *Inspection Générale de l'Administration de l'Éducation Nationale et de la Recherche* (IGAENR)
- a group of departments, services and offices that make up the **central administration** of its ministry; and
- associated and independent organisations (higher education council, etc.)

To carry out his duties, the Minister for Higher Education and Research has authority over the Department for Higher Education, the Department for Research and Innovation, the Libraries Department, the Delegation for Internet Use and the Cabinet Bureau.

Together with the Minister for Education, the Minister for Higher Education and Research has authority over the general secretariat mentioned in article 1 of the aforementioned Decree of 17 May 2006, the *Inspection Générale de l'Administration de l'Éducation Nationale et de la Recherche* (IGAENR), the education ombudsman and the senior civil servant for defence and security.

To carry out his duties, he has at his disposal the Department for School Education as required.

He can call on the *Inspection Générale de l'Éducation Nationale* (IGEN), the Media Development Office and the Office for the Modernisation of the State.

In accordance with statutory provisions, the Minister for Higher Education and Research ensures the supervision of public institutions relating to its responsibilities.

Ministry of National Education

Ministry of Higher Education and Research

LOLF (Organic law on finances)

### **2.6.1.1. Administrative school education organisation**

The minister for National education ensures the management of all school education departments and disposes for this of a certain number of powers:

- Regulatory power used by the means of orders detailed in circulars, instructions, department memos;
- Power of appointing most posts, by delegation of the Prime minister; he delegates this power to the [recteurs](#) for posts relating to certain categories of personnel;
- Hierarchical power over his subordinates who must carry out his orders;
- Disciplinary power over civil servants and his ministry officers;
- Organising power to engage expenses within the framework of the budget of his department.

The minister has the possibility of delegating his signature to immediate colleagues and a certain number of senior officials within his ministry. It is nevertheless important to note that this delegation of powers does not confer to the latter decision-making powers in the minister's name.

### **2.6.1.2. Administrative higher education organisation**

Only all of the teaching given by state institutions and scientific, cultural and professional institutions (universities, schools and institutes outside of university, [IUFM](#), French schools abroad and large institutions) come under the remit of the ministry for higher education. Since 1968, these institutions benefit from pedagogical, scientific, administrative and financial autonomy. Redefined in 1984 by the "Savary" law, autonomy (see 6.3.) is exercised within the framework of national rules and regulations in terms of higher education and a contractual policy with the State. As such, the State retains its essential responsibilities: it defines curricula, validates national diplomas, the distribution of teaching and teaching-research posts, the evaluation of research programmes with an increasing participation of foreign experts, notably European, and lastly the coordination of the university map.

The law of 26 January 1984 integrates for the first time the notion of contract in the areas of higher education. First limited to the research sector, the contractual policy has widened, in 1989, to all aspects of the institution's life and has progressively come into general use in all public higher education institutions.

Detailed and re-launched in 1998, this policy is at the heart of the dialog between the State and higher education institutions. It enables institutions to assert their identity whilst respecting a coherent national policy. It gives a concrete expression to the wish to build a new control mode for higher *Education nationale* policy based on autonomy and institutions assuming more responsibility.

The contract signed between the institution and the State is unique, negotiated and signed on the basis of an institution project describing its strategic development choices over four years. The contractual negotiation is piloted by the general directorate for higher education which coordinates the action of the associate central administrative directorates. Indeed, it is inscribed in the relations between the State and the institutions in a multi-annual framework, ensuring visibility on the medium term and orienting the administration's annual decisions.

The objective of law no. 2007-1199 of 10 August 2007 relative to university freedom and responsibilities (*Journal Officiel* of 11 August 2007), representing the foundation of the higher education reform to be implemented over five years, is the in-depth reform of universities. Furthermore, universities will be entrusted with new responsibilities and competences as well as diversified funding sources, notably via the creation of foundations. Similarly, steering will be reinforced by contractual relationships with the State and the monitoring Committee. The State will have the possibility of transferring full ownership of the furnishings and property to the universities.

## 2.6.2. General administration at regional level

The administration on the regional level is an "academic" administration or [rectorat](#).

The [académie](#) is managed by a [recteur](#), a senior official chosen amongst academics holder of a "State [doctorate](#)". The *recteur* is appointed by the President of the Republic, by a decree taken by the council of ministers. Representing the minister for National education in the academy, he is in charge of the Education public service in his constituency and also has power as regards private education under contract. The powers he has cover all levels of education (primary, secondary and higher).

The *recteur* uses his functions in all of the services which constitute the *rectorat* structure. These services are generally organised around two types of functions: those which ensure logistical functions within the *rectorat* and take part in the tasks of other departments, and those which ensure management functions in the sector determined by the educational administration.

In other words, the *recteur* is assisted by civil servants who ensure the supervision of services or control of the school system. His closest colleagues are the "general secretary" and the "cabinet manager" who take part directly in the management and the administration of the academic constituency. His other colleagues have essentially advisory, management and inspectorate functions. Among them, the academic delegate for the initial and continuous professional development (DAFPIC or *délégué académique à la formation professionnelle initiale et continue*) who is in charge of managing and directing the GRETA network (see 7.). He researches all complementarities and synergies between the initial training, including apprenticeship and professional development, leading projects in areas such as the validation of experience (see 5.17.2.3.), technological platforms, school-business relations and partnerships with economic players.

The role of academic general administration can be apprehended for the different levels from skills and powers given to the *recteur* for each one of these. In order to do this, it is important to separate his responsibilities as representative of the minister and responsibilities giving him decision-making powers.

### 2.6.2.1. General administration at primary and secondary education levels

As representative of the minister, the *recteur* must ensure that his decisions are carried out as well as all legislative and legal measures relative to education implemented. This executive role is accompanied by a duty to inform the minister of the situation in his *académie* and of the way the various measures taken have been received.

The decision-making powers of the *recteur* can be used in terms of primary education, secondary education, continuing education, private education, and management of certain categories of teaching and non-teaching personnel.

For the organisation of primary education, he distributes posts throughout the *départements*. For the organisation of the secondary education, he takes part in the study of a scheme forecasting training and investments, determines the pedagogical structure of secondary school institutions and controls their operation, approves construction pedagogical curricula, security measures and allocates certain types of educational equipment.

For continuing education, he defines and carries out academic policy, organises and controls institutional groups (GRETA). For private education, he is in charge of signing "association contracts" (see 3.14.) and carries out pedagogical controls.

### 2.6.2.2. Regional administration at higher education level

The role of academic administration or *rectorat* in higher education is linked to the responsibilities of the *recteur*: on the one hand, representative of the minister for Higher education, on the other hand, "University chancellor".

As representative of the minister for Higher education, the *recteur* uses his hierarchical and administrative functions of supervision, management and leadership with higher education institutions. He ensures the distribution and the application of ministerial directives and in return keeps the minister informed of the operation of the institutions. In addition, the framework law of 1968, a law confirmed in that point by the law of 1984, charges him of the coordination both between the different universities of a same *académie* and between higher education and the other types of education.

The *recteur* also has a certain number of powers of his own in the following areas: management of a part of the teaching staff, carrying out investments financed on State credit and pupil grants.

As chancellor of the Universities, the *recteur* takes on a specific mission of intervention and control of autonomous institutions, determined by the 1968 law and modified in 1984. In virtue of the latter, the *recteur*, represented within the administration council of the institutions, can call upon an administrative tribunal to request cancellation of decisions med by institution authorities which appear to him to be illegal.

Finally, in each academy, the *recteur* is the president and representative of the chancellerie, institution in charge of managing the property and the joint charges that some higher education institutions give him. As such, the *recteur* is the official with the power to authorise the chancellery's expenses and takings.

### 2.6.3. General administration at local level

The local level corresponds to the departmental level. France counts 96 metropolitan *départements* and 4 overseas *départements* (Guadeloupe, Martinique, Guyana, Reunion). The St Pierre and Miquelon territory also has an education service.

General administration at a departmental level is called departmental administration or "*académie* inspection". It is directed by an *inspecteur d'académie* appointed by decree of the president of the republic on proposal of the minister for National Education. His competences are used on all educational levels with the exception of higher education.

The *inspecteur d'académie*, head of the National education departmental services is doubly subordinate: to the *préfet* (head of the département) and the *recteur*, from which he receives his directives. His closest colleagues are the assistant *inspecteur d'académie*, who takes part in all decisions taken by his superior and the general secretary, head of administrative services, who has authority on all administration services of the academic inspection.

In addition, the *inspecteur d'académie* is assisted by various civil servants taking on the role of his technical advisers, for example the *inspecteur de l'Education nationale* (IEN or national education inspectors).

The role of the *inspecteur d'académie* can be looked at on educational levels (primary and secondary) following the responsibilities given to the *inspecteur d'académie* for each one.

#### 2.6.3.1. Local administration at primary education level

The *inspecteur de l'Education nationale* has two types of function: administrative functions and pedagogical functions.

His administrative responsibilities give him the decision-making power for opening and closing down classes as well as the introduction of primary teaching posts (*instituteurs* and *professeurs des écoles*). He also has powers in terms of school staff management and has the power of inspecting schools. Finally his role is particularly important in the preparation of each school year and in defining the department's school network.

His pedagogical responsibilities give him the role of primary education leader, by organising innovative experiences in all areas and an information role with the teachers and *directeurs d'école* (see their function in 2.6.4.1.1.). Finally, he ensures the adaptation of class timetables, of schedules and of the application of regulatory instructions.

Décret du 11/07/1979 donnant compétence aux inspecteurs d'académie sur l'implantation des emplois d'instituteurs

Décret du 24/02/1989 relatif aux directeurs d'écoles

#### 2.6.3.2. Local administration at secondary education level

Since 1987, the role of the *inspecteur d'académie* for this level of education is extensive, in particular for the lower secondary education (*collèges*). It nevertheless remains less important than in primary education.

His administrative responsibilities give him the role of planning and taking charge of the institutions (controlling the institution operation) as well as the organisation of school life (participation in the provisional scheme of training and investments, organisation of examinations and awarding of diplomas, school attendance).

His pedagogical responsibilities are the same in primary education (see 2.6.3.1.).

Common to lower and upper secondary education, the functions of the *inspecteur d'académie* are nevertheless different between the two levels of education from the point of view of the degree of responsibility which is given to him. Whereas his responsibilities are established for lower secondary education, his role is more often advisory for higher secondary education.

## **2.6.4. Educational institutions, administration and management**

It is the local governments and the State which share general responsibilities in terms of management and institution management. Each local government is in charge of the institutions corresponding to a level of education: the municipalities are in charge of primary schools, the departments are in charge of the *collèges* (lower secondary education) and the regions that of the *lycées* (higher secondary education). As such, they insure the construction, reconstruction, extension, important repairs, equipment and operation. Remains at the charge of the State, on the one hand, educational expenses and personal expenses coming under its own areas of responsibility (article 75 of the law of 13 August 2004 relating to local freedoms and responsibilities) and on the other hand, the organisation of establishments, timetables, and teaching curriculum.

### **2.6.4.1. Educational institutions, administration and management at primary level**

Institutions for this level of education are called *écoles maternelle* (or 'pre-elementary') and primary schools (or 'elementary').

In the daily management of the '*écoles maternelles et élémentaires*', three important roles should be mentioned:

That of the *directeur d'école* or head teacher whose functions have been specifically detailed in [LINK\\$2.6.4.1.1.](#)

- That of the School Council: present in each "*école maternelle et élémentaire*" since 1976, it is made up of school teachers, elected parent representatives, the mayor of the municipality or the municipal councillor in charge of school matters. Since 1990, a decree details that it has to be consulted on all of the conditions of material and financial operation in the school, the use of school premises, the school's own regulations, the organisation of the school week and notably the organisation of school time and finally the organisation of additional educational, sports and cultural activities;
- That of the *inspecteur de l'Éducation nationale* (IEN): in charge of the constituency, he ensures good administrative operation and ensures that the national educational directives have been applied. He also has the right to sit in on School council meetings.

#### **2.6.4.1.1. Function and role of the head teacher**

In accordance with amended decree 89-122, the position of head teacher includes educational and administrative responsibilities, as well as responsibilities in terms of relationship with the school's institutional partners and parents. In this respect, the head teacher benefits – depending on the size and classification of the school – from reduced teaching hours, support in the execution of their duties and extra remuneration. As specified by the *Bulletin Officiel* no. 26 (29 June 2006) signed in 1980 and 1992, head teachers are exempt from all teaching duties if they are in charge of more than 14 primary classes (elementary education) or more than 13 pre-school classes (pre-elementary education). They are partially exempt if they are in charge of 10 to 13 primary classes or 9 to 12 pre-school classes. Finally, a teaching exemption of 4 days per month is allocated when head teachers have 4 to 9 primary classes or 4 to 8 pre-school classes under their care.

Head teachers are also responsible for teacher co-ordination and the supervision of the educational team.

The education Code (L.411-1) defines the status of the head teacher. Pre-schools, elementary schools and specialised schools are not, regulatory and legally speaking, "institutions". Teachers or *professeurs des écoles* in charge of running the school have a specific function: they are not heads of institution or authoritative officers. Hierarchical documents are not authorised by them. The hierarchical superior to deputy teachers and *professeurs des écoles* is not the head teacher but the national Education inspector of the constituency (IEN).

A new article L. 311-3-1, inserted after article L.311-1 of the *Code de l'Éducation* by the new framework and programme law for the future of the school on 23/04/2005 (Art. 16) adds that at any moment in compulsory schooling, if it appears that a student risks not acquiring the knowledge and skills essential to the end of the cycle, the head teacher or the head of the institution (*collège* and *lycée*) must propose to the parents or legal tutor of the pupil to set up jointly a "personalised programme for educational success" (PPRE). PPREs are put in place to benefit the pupils who do not meet the requirements of the common foundation (see 5.4.). This is a personalised project which details the type of aid given during school hours as well as, if required, that proposed to the family outside of school hours. The PPRE enables the regular evaluation of the pupil's progress. Support continuity is ensured by the joint creation of a "skills record book" by educational teams and inspectorate bodies. This tool follows the curriculum of each pupil from primary school and enables each pupil to be familiar with their initial level and the objectives they must set themselves to acquire the common knowledge foundation.

Décret du 24/02/1989 relatif aux directeurs d'écoles

Bulletin officiel n°26 (29 juin 2006)

Code de l'éducation

#### **2.6.4.1.2. School council**

If the curriculum, the major educational orientations as well as the skills to acquire by the students for each cycle are defined nationally, each school only disposes of a certain margin for manoeuvre in defining the strategies which appear to be most appropriate for attaining national objectives. This part of initiative can be translated by the elaboration of a school project by the school council which defines the concrete methods of setting up cycles, specific actions which need to be organised according to the needs of the children and the resources of the environment as well as the peri-educational activities generally organised in partnership with the local authorities, associations and outside contributors.



#### 2.6.4.2. Educational institutions, administration and management at secondary level

**Collèges**, general and technological **lycées** and vocational **lycées** are *établissements publics locaux d'enseignement* (EPLE or local state education institutions) with a moral character and financial autonomy. They are created by decree of the State representative (*préfet de département* for the *collèges*, *préfet de région* for the *lycées*) on proposal of the relevant territorial authority.

The administration and management policy of *collèges* and *lycées* is defined by the "school project" created by each EPLE. As well as the pedagogical objectives identified, consistent with the national objectives in terms of education, the institution's project also specifies curricular and extra-curricular activities and, in this respect, defines the institution's policy with regard to accommodating and informing the parents, guidance, document management policy, interaction with the economic, cultural and social environment, European and international outlook, healthcare and citizenship education.

A certain number of staff and administrative and pedagogical authorities take part in the daily management of the institutions. Other than the **head of the institution** (see specific role in 2.6.4.2.1.), the monitoring of the institution is ensured by:

- The **assistant principal** in the *collèges* and the **assistant proviseur** in the *lycées* who, other than in a crisis asking for the intervention of a higher authority, are the only people able to stand in for the head of the institution if necessary;
- The **educational adviser** or **main educational adviser**, who organises, by including the boarding school teachers and supervisors, the life of pupils at all times they are not looked after by the teachers;
- The **librarian** who is responsible for the documentary resource centre;
- The **careers advisor** which fulfils his functions in the *centre d'information et d'orientation* (CIO or information and advice centre) of the school district and in the establishments of this district. He participates in the continuous observation of the pupils and works towards the preparation of their educational and professional choice;
- A **nurse** who only holds a permanent post in the largest institutions. When the institution is lacking, it is up to the head of establishment to take any measure and any decision if needed;
- The **social worker** who is in charge of many secondary institutions (the current standards are for one social worker for a sector of 2,000 pupils) whose role is to help and advise the young people in certain difficulties (family or social problems, etc.);
- The **educational assistant** who fulfils the missions of supervision, monitoring the pupils, help in admission and schooling of handicapped pupils, including in extra-curricular activities. He is recruiting to assist the education team including school time. The educational assistants can carry out their functions in the institution which has recruited them, in one or more other institutions as well as, taking into account the needs thought out by the administrative authorities, in one or more schools. In this last event, the heads of institution can take part in the recruitment procedure. Educational assistants are recruited by contract of a maximum length of three years, renewable in the limit of a total length of six years. The education assistant plan is destined to benefit in priority scholarship-receiving pupils;
- The **career advisor – psychologist (COP)**, under the authority of the manager of the *centre d'information et d'orientation* (CIO) which he comes under. He transmits information to pupils and their families. He contributes to the continuous monitoring of the pupils as well the implementation of the conditions for their success at school. He takes part in the elaboration as well as the realisation of school, university and professional projects of pupils and students in initial education in order to satisfy to the right of those interested in advice and information on education and professions. Other than this priority mission, he takes part in the action of the CIO in favour of young people who, once out of the compulsory education system, have not attained the first level of recognised qualification, and in favour of other audiences, notably



adults. The COP can be posted in various ministry departments for National Education and in the public institutions which come under their remit;

- The **school bursar** who is in charge of the financial management, receives cheques for the canteen, buys supplies, or replaces obsolete equipment;
- The **school administration advisor** can be given the responsibility: of the division of a **rectorat**, an academic service, administrative departments of an academic inspectorate or a decentralised department of the ministry for youth and sports, or those of a public institution with a scientific, cultural and professional character or of a public institution of the ministers for National education, for Higher education or Youth and Sports and the financial and accounting management of certain groups of local public education institutions of under the minister in charge of National Education. They are obligatorily posted in the headquarters of the accounting office. They normally fulfil the functions of an accounting officer of all the institutions and of administrator of the affected institution.

Next to the personnel, three administrative and educational authorities take part in the daily management of the institution, i.e.:

- The **Administration council** whose attributions have been defined between 1985 and 1990. It constitutes the deliberative and advisory body of the institution. As such, he manages the current affairs of the institution, votes on the interior rules and regulations of the institution and adopts the institution budget. Since 2004, by ministerial decree, the measures relative to the election of the parental representatives have been modified and those relative to the representation of the pupils at the administration council of the EPLEs. In view of taking account of the sociological changes having intervened in the life of the families of these last decades, each pupil's parent becomes a voter and eligible to the administration council. The new decree tends to unify and simplify the different methods of representing students at these authorities. Finally, he introduces the possibility of proxy voting for pupils whose education takes place outside of the institution;
- The **Conseil de la vie lycéenne** (CVL or *lycée* life council). It regroups 10 lycée pupils and 10 adults representing staff and pupil's parents. The CVL is consulted and formulates proposals in the following areas: general principles for organisation of studies, elaboration of an "institutional project" (2.6.4.2.), elaboration or modification of interior regulations, organisation of school time, general methods of organisation for personal work and pupil support, information linked to course and career advice, hygiene, health and safety, setting up of areas for lycée life, organisation of sports, cultural and peri-educational activities; training of pupil representatives and conditions of use of lycée funds. The advice, proposals and reports of the CVL are transmitted to the administration council.
- The **Permanent committee**. Made up of representatives of the institution's administration and personnel, parents, pupils, the municipality and the department, it is in charge of answering questions submitted for examination by the administration council. It is obligatorily convened for questions regarding pedagogical and educational files.
- The **Disciplinary council**. Chaired by the head of the institution, it is empowered to pass all disciplinary measures against pupils (warning, reprimand, temporary or definitive expulsion). These measures can be accompanied by a total or partial suspension.
- The **pedagogical Council**. It is chaired by the head of the institution and made up of at least one class teacher from each level of education, at least one teacher per subject and a principal educational adviser. The pedagogical Council aims at encouraging consultation between teachers, notably to enhance teaching co-ordination. They prepare the pedagogical section of the "school project".
- The **healthcare and citizenship education Committee**. This is a study, observation and advisory authority, in charge of contributing to citizenship education, designing the violence prevention plan, proposing initiatives to help parents experiencing difficulties and fight against ostracism, and defining a programme of healthcare and sex education and prevention of behaviour at risk.

#### **2.6.4.2.1. Function of the head of the institution**

In the *collèges* and the *lycées*, the *head of the institution* called "principal" in the *collèges* and "proviseur" in the *lycées*, is a National education civil servant, recruited by examination and who disposes of administrative, educational and pedagogical responsibilities defined in 1985, 1990, 2001 and 2004.

##### **A) Administrative responsibilities**

The head of the institution is both the executive body and the State representative within the institution. He intervenes in the administrative process at the end of the hierarchical chain. He is in charge of setting up and carrying out the decisions taken by the minister or, through delegation, by the *recteur* or the *inspecteur d'académie*, manager of the departmental services of the National education.

As the executive body, he represents the institution in all of the acts of civil life, he has full authority over the personnel recruited by the institution and, without the status of State civil servant, he authorises the takings and expenses of the establishment. He carries out the deliberations of the administration council and notably the budget adopted by the latter, he signs all contracts and conventions in the name of the institution, authorised by the administration council.

He is empowered to sign the "contract of objectives" with the academic authority, which constitutes a communication tool as well as the opportunity for the head of the institution to highlight the characteristics of their institution. In line with the "school project" (see 2.6.4.2.) adopted by the administration Council, the contract of objectives defines, with regard to the annual academic performance programme, a small number of targets to be met (three to five), focused on pupils' results, based on national and academic guidelines; it is combined with indicators to help in assessing the achievement of the objectives.

##### **B) Educational responsibilities**

Any action of the head of the institution, through his place at the heart of the school community, concerns pupils for whom he ensures administrative management (registration, absences and outings, respect of compulsory education, scholarships, etc.) and pedagogical management (knowledge testing, school results, career advice). He is directly responsible for setting up training and information for class prefects. He encourages and manages the socio-educational centre, the sports association, the *projets d'action éducative* (PAE or educational action projects), the support structures to fight against smoking, alcohol and drugs, etc.

##### **C) Pedagogical responsibilities**

The head of the institution is the manager and the coordinator of the pedagogical activity of the institution.

He organises specific national policy actions, develops the documentation and information centre audience, sets up information in view career advice, experimental research groups and establishes relations with the professional sectors.

He puts together teams of teachers, chooses class teachers, implements timetables and constitutes class lists.

#### **2.6.4.2.2. Principle of autonomy of EPLES**

Since 1985 the *collèges* and *lycées* have gained their autonomy as far as the pedagogical and educational organisation of the institution are concerned (choice of pupil distribution methods, choice of subjects specific to the institution, opening of institution to its surrounding environment, definition of additional training and continuous training actions for young people and adults) and the organisation of school time and extracurricular time (use of grants for teaching time put at the disposal of the institution whilst respecting the obligations resulting from regulatory schedules, optional activities for pupils which contribute to education action organised at the initiative of the institution).

The administration council makes up the authority within which this school autonomy can be fulfilled, through the elaboration and the adoption of the [projet d'établissement](#) .

Decree n° 2005-1145

### 2.6.4.3. Educational institutions, administration and management at higher level

According to the 1984 law on higher education, each component of the university has the power to determine its status and its structures. The statutory bodies include:

- The **Administration council**, which determines the institutional policy, votes the budget, approves the accounts, decides on the job distribution, approves agreements and conventions signed by the president of the university;
- The **Scientific council** which makes proposals to the Administration council research policy frameworks, and which is consulted on initial and continuous training programmes, on programmes and research contracts, on projects for creating or modifying establishment diplomas;
- The **Council for studies and university life** which makes proposals to the administration council on the frameworks of initial and continuous education, university works, student life and work conditions, libraries and documentation centres which can instruct authorisation requests and projects for new sectors.

These three councils include elected teacher, researcher, student, administrative, technical, worker and department personnel representatives as well as outside personalities.

**The university president** is elected by all of the members of the three councils; he directs the university and chairs the councils; he approves takings and expenses; he has full authority on all personnel, appoints juries, and is also responsible for keeping order.

It is at the heart of these three councils and in particular of the administration council that the institution's autonomy is exercised. The latter covers the three following areas:

- **Administrative autonomy**: the university is managed by a president who is elected for five years by all of the establishment councils; the *unités de formation et de recherche* (UFR or training and research units) which compose it are also managed by an elected manager;
- **Financial autonomy**: the establishment manages the budgetary grants which have been allocated by the State, as well as its own resources;
- **Pedagogical and scientific autonomy**: the university, in respect of the set national framework for each discipline and by a ministerial decree determines curricula, contents, pedagogical methods and materials and methods of knowledge testing.

In the spirit of the 1984 law, the minister for higher education has introduced since 1989 a new relational mode with the higher education institutions, which translates into signing four-year contracts with the institutions. The objective of this contractual policy is both to give a true content to university autonomy and to allow the State to fully exert its impulse and coherence making responsibilities. Each institution defines a development project answering both to national objectives and to local training needs. This project, covering all institution activities, is addressed to the relevant ministry departments

then negotiated with these departments. The outcome of the discussion is in the signing of a contract which details the axis of development of the institution supported by the State and sets the amount of financial help brought by the contract.

The other bodies making up the administration of higher education institutions are as follows:

- **The Health and Safety Committee**, which is not a joint authority, is in charge of providing the administration Council with propositions with a view to promoting safety education and contributing to the improvement in health and safety conditions;
- **The joint institution Committee**, which is created by the head of the institution to which it is attached. It can be common to several institutions, in which case it is created jointly by the relevant heads of institutions. Each joint institution committee draws up their own set of rules and regulations derived from standard regulations created after consulting with the joint ministerial technical Committee (see 2.7.2.1.).

Décret du 6/06/1984

## 2.7. Internal and External Consultation

The distribution of responsibilities is structured around a territorial administrative découpage and not according to the educational levels; there are therefore no meetings as such between the different levels of education.

### 2.7.1. Internal consultation

The State looks to mobilise all educational partners and players to reach the objective of socially integrating all pupils and encouraging the success of children and young people, prioritising the most disadvantaged of them. That is why the ministries concerned have wanted to mark their common wish for action in terms of global with the implementation of the *Contrats Educatifs Locaux* (CEL or Local Education Contracts). The CELs result from the wish to plan for children and young people's education in full. These contracts have been put in place to make coherent all of the elements, school peri- and extracurricular. It is a case of taking on education in its entirety, with all partners involved with what is from now on defined as a shared mission: families, State (and in particular teachers), the association milieu, local authorities, aiming for true educational continuity. The *Contrats Educatifs Locaux* aim to implement an educational project designed for the different partners involved in children and young people's education (teachers, parents, associations, mps...) and to gather all of the finances in a coherent way: local authorities, ministries for National education, Sports, Culture, the Town, the *Caisse d'Allocations Familiales* (Family Allowance Fund), Action and support funds for integration and the fight against discrimination

The CEL's main audiences are children and teenagers from pre-school to primary school, *collège* and *lycée*, in general as well as vocational education across the country, giving priority to urban or rural zones in difficulty in order to contribute to the equal opportunities and on as wide and coherent sectors as possible.

A local management group, the translation of a widened educational community, is in charge of implementing the CEL. This group nominates a coordinator, elaborates a project and validates it. It is in charge of monitoring and evaluating all registered actions.

The coordinator has an essential role in making the project come alive by:

- Initiating and maintaining relations between the different partners,
- Giving dynamics to actions,
- Mobilising the means available in and around the territory,
- Evaluating the actions and anticipating developments.

A departmental management group addresses projects to all partners concerned: local government, State services and institutions, associations. It validates projects, ensures their finance and controls their implementation.

Signed for a length of three years (renewable), the *Contrats Educatifs Locaux* detail:

- The activities;
- Their localisation and their conditions of use in school premises;
- Staff provisioning;
- Finances.

A *groupe de suivi interministériel* (GSI), made up of representatives of the ministry for national education, the ministry for higher education and research, the ministry for youth, sports and associations, the ministry for culture and communication, the ministry for employment, work and social cohesion, as well as representatives of local government and various organisations (union federations, parent teacher associations, CNAF...), is in charge of ensuring national monitoring of this measure, to evaluate the link with departmental management groups and to establish a yearly report.

## 2.7.2. Consultation involving players in society at large

There are a large number of advisory committees which get together according to their level of representation: national, regional, departmental.

### 2.7.2.1. Consultations involving external players from society at national level

#### **Evaluation Agency for research and higher education (AERES)**

Set up on 21 March 2007, the evaluation agency for research and higher education (AERES) was created by the programme law of 18 April 2006 for research. It includes a chairman, an agency Council made up of 25 members, 3 directors and 1 secretary general. The AERES assesses, within an increasingly competitive context, the quality of institutions, research units and higher education courses.

#### **Haut Conseil de l'éducation (HCE or High Council for Education)**

The High Council for Education (HCE) made up of nine members, appointed by the highest State authorities, provides recommendations and makes propositions upon the request of the minister in charge of national Education, with regard to issues relative to pedagogy, programmes, means of evaluating pupils' knowledge, the organisation and results of the educational system as well as teachers' training. It defined, among other things, the content of the "common foundation of knowledge and skills" (see 5.4.) which all pupils must acquire by the age of sixteen, and drew up the "[manual of specifications](#)" (see 8.1.4.1.) for the training provided in teacher training colleges ( [I.U.F.M.](#)).

#### **Haut Conseil pour l'éducation artistique et culturelle (HCEAC or High Council for artistic and cultural education)**

Created by decree no. 2005-1289 of 17 October 2005, the HCEAC is presided over by the Minister in charge of Culture and the Minister in charge of national Education. It includes nineteen members, four

of which represent the State, three represent territorial authorities and twelve qualified personalities. They are appointed for three years.

The main objective of the HCEAC is to promote all actions likely to support artistic and cultural education in the broad sense of the term:

- promote access for each child to art and culture in all its forms,
- enhance sensitivity and personal judgment with a view to developing critical thinking skills,
- pass on the foundations of a genuine humanistic culture capable of opening the mind to a variety of art subjects and schools of thought.

### ***Conseil Supérieur de l'Education (CSE or Higher Council for Education)***

Presided by the minister in charge of national education or his representative, the Higher Council for Education is made up of ninety five members representing public education staff (48 members), users, that is to say parents, pupils, students (19 members) and finally the local government, peri-educational associations and educational interest groups (28 members).

The Higher Council for Education is consulted on questions of national interest relative to teaching or education, whatever the ministerial department involved. These can be questions relating to state and private primary, secondary and technical institutions; statutory questions relative to the staff of public or private institutions under contract; questions relative to curricula, examinations, deliverance of diplomas and education.

### ***Conseil National de l'Enseignement Supérieur et de la Recherche (CNESER or National Council for Higher Education and Research)***

For higher education, the *Conseil National de l'Enseignement Supérieur et de la Recherche* (CNESER) is made up of 61 members representing the staff (29), students (11) as well as the "major national interests, notably educational, cultural, economic and social interests (21)". It gives advice to the Minister in charge of National Education on the main frameworks relating to higher education: reform projects, training organisation, distribution of grants between the establishments, etc.

Moreover, the university president conference brings together all university presidents and scientific, cultural and professional state institutions which come under the ministry for national education. It studies all questions relating to these teaching establishments, presents proposals to the minister and gives its opinion on submitted questions.

### ***Conseil territorial de l'éducation (Territorial council for education)***

It is chaired by the minister for National Education and is made up of 36 members. Other than its president, 17 representatives of the State central services and decentralised services including 2 *recteurs* and a *préfet* and 18 representatives of local authorities that are the regions, departments, municipalities and public establishments of the inter-municipal cooperation. The first are appointed by the regions of France association, the second by the *départements* of France association and the third by the mayors of France association. The minister for National Education can invite to take part in the debates, in an advisory capacity, representatives (10) nominated by the union organisations representing the staff, representatives (3) appointed by the pupil parent organisations and a representative appointed by the national council for *lycée* life.

The *Conseil territorial de l'éducation nationale* (territorial council for national education) has a very broad mission and can be consulted for any questions relating to local government in the educational domain.

It meets at least once a year and give advice and recommendations aimed at the State services and the local governments concerned by the National Education public service.

### **Conference of university presidents (CPU)**

Chaired by the minister in charge of national education, the CPU groups together all university presidents, heads of *écoles normales supérieures* and several major institutions. It examines all issues relative to these institutions and provides recommendations on the issues raised by the minister.

### **Conference of the heads of engineering schools and training**

It groups together all those in charge of public higher education institutions and schools authorised to award the qualification of engineer and under the authority of the minister in charge of higher education. The minister in charge of higher education is, by right, the president of this conference. It examines the issues relevant to all engineering schools as defined in article D. 233-7 of the Education Code. It can present the wishes and projects relative to these issues to the minister in charge of higher education. In addition, the conference is encouraged to provide justified recommendations on issues raised by the minister in charge of higher education.

### **National teacher training evaluation committee**

Created by decree no. 2007-643 of 30 April 2007, this commission is made up of 21 members in charge of assessing the training plans established by the institutions as part of the contractual policy.

### **Higher Committee for education, economy and employment**

It is made up of 41 members appointed by the minister in charge of national Education: representatives of professional organisations, central administration and public authority directors, qualified individuals selected for their expertise in terms of education, economy and employment. The Higher Committee for education, economy and employment, placed under the authority of the minister in charge of education and higher education, is responsible for examining the links between the entire educational system, the economy and employment, and shedding light on the decisions made by the different stakeholders in charge of these respective sectors.

### **National Council of *lycée* pupils (CNVL)**

Chaired by the minister or their representative, the CNVL comprises 30 representatives of *lycée* pupils elected within each academic council of *lycée* pupils, and the three elected members of the CSE. The CNVL is a structure enabling *lycée* pupils' representatives to be kept informed and to communicate with the ministry in charge of national Education.

## **Joint authorities**

Joint authorities are made up of an equal number of administration and staff representatives. The administration representatives are appointed by ministerial decree. These members of staff are either nominated by the most representative union organisations (joint technical committees), or elected by their peers (national joint administrative commissions).

There are two types of joint authorities: on the one hand, the *Comités techniques paritaires* (CTP or joint technical committees) who are consulted on questions relating mainly to the organisation and operation of ministry services or public institutions which come under its remit, as well as on problems relating to staff training and on the changes made to their statutory rules; on the other hand, the *Commissions administratives paritaires nationales* (CAPN or national joint administrative commissions) which exists for each staff body and which are obligatorily consulted during management operations concerning the staff they represent (promotion, transfer).

## **Commissions professionnelles consultatives (CPC or advisory professional committees)**

Qualified to answer questions relative to vocational education, there are made up of public authority, employer and craftsmen, employee and personality representatives chosen for their particular responsibilities.

There are currently twenty *Commissions professionnelles consultatives* and they each represent a large sector of activity. They have the mission to formulate, advise and make proposals concerning the adaptation of training for existing professions and jobs and to their development prospects and concerning the programmes of this training and the rules of examinations which follow.

The coordination of activities between the different committees is ensured by the *Comité interprofessionnel consultatif* (CIC or Advisory inter-professional committee). Chaired by the minister, this committee brings together notably the presidents and the vice-presidents of the twenty commissions.

## **Observatoire national de la Lecture (ONL or national research institute for reading)**

Created by the order of 7 June 1996, the National Research Institute for Reading is an independent organisation, under the authority of the ministry in charge of national Education. It has the vocation to gather and exploit available scientific data in order to understand the learning process, the improvement of reading and pedagogical practices, to study the problems encountered by children in this learning curve, encourage the exchange of information and experiences between the scientific partners, the professionals and the parents, to analyse the pedagogical practices and to gather information on measures and experiments in progress, to formulate recommendations to help improve initial and continuous teacher training, to prevent illiteracy and to develop diversification of adapted pedagogical practices.

## **Observatoire de la laïcité (Research institute for secularity)**

The *Observatoire de la laïcité*, created by decree no. 2007-425 of 25 March 2007, helps the Government carry out its action aimed at enforcing the secularity principle in public services. In this respect, it collects data, produces and orders analyses, studies and research in order to enlighten public authorities with regards to secularity.

It can be consulted by the Prime Minister or the ministers on draft legislation or regulations.



## 2.7.2.2. Consultations involving players in society at large at regional level

The bodies which exist at regional level inform and advise the [recteur](#).

### ***Conseil académique de l'Education nationale (academic council for National education)***

Depending on the nature of the matters examined, this council is chaired by the regional *préfet* or by the president of the regional council. It is made up of MP, staff and user representatives. It is responsible for school and higher education.

The *Conseil académique de l'Education nationale* gives advice on all areas relative to the organisation and the operation of the public education service in the [académie](#), and notably on the provisional scheme of training; the provisional programme for investment relative to the [lycées](#) and special education institutions; the annual list for constructions and extensions of *lycées* and [collèges](#); the general pedagogical structure of *lycées*; the framework of academic training programmes for adults; and finally, the general methods of allocation of resources given to the *lycées* and special education institutions.

### ***Commission régionale des bourses du second degré (regional committee for secondary education scholarships)***

Chaired by the *recteur*, it is made up of staff and parent representatives from state and private education, as well as local MPs.

This committee is responsible for taking decisions regarding requests presented by the departmental committee and examining the requests presented as appeals.

### ***Conseil académique de la vie lycéenne (Academic council for lycée life)***

Chaired by the *recteur*, this council has been established in 1991. It formulates opinions on questions relating to school life and school work in the *lycées* and the *établissements régionaux d'enseignement adapté* (EREA or adapted regional teaching institutes). It includes a maximum of forty members of which at least half are *lycée* students or pupils of the EREAs, members of the pupil prefect councils. It includes National Education representatives appointed by the *recteur*, the regional councillors, and possibly local authorities, parent and association, peri-educational, cultural or economic world representatives.

### ***Comité académique des oeuvres sociales (academic committee for social work)***

Created in 1963, it has the role of pointing out to the administration National education staff needs in the social sector, studying the measures destined to inform these members of staff of social measures and proposing measures needed to encourage the development and the coordination of social action in the *académie*.

***Commissions administratives paritaires académiques (Academic joint administrative committees)***

Besides the *recteur*, the *Commissions administratives paritaires académiques* are qualified to answer questions regarding the different categories of staff under the minister for National education. They notably give their opinion in terms of transfers, promotions, appointments to permanent posts, assessment and disciplinary sanctions. When it involves national management staff, the academic joint administrative commissions prepare the works of the national joint administrative commissions.

***Comités techniques paritaires académiques (academic joint technical committees)***

Each academic CTP is composed of twenty entitled members and twenty supply members representing the administration, and the staff, nominated on proposal of union organisations of civil servants representing the staff. Its responsibilities include all the questions relating to the organisation of administrative services and first and second degree teaching and training establishments. For questions relating to health and safety at work as well a medical prevention in the civil service, the CTP are assisted by health and safety committees (see below).

***Commission technique d'orientation et de reclassement professionnel (COTOREP or guidance and professional redeployment technical committee)***

They are notably qualified to appreciate the aptitude of people with an infirmity leading to a rate of permanent incapacity of less than 80% when they are candidates to posts in management, inspection, teaching, education, monitoring, information and educational guidance in the institutions or services under the minister for National Education. The decisions of this committee are liable for appeal in front the departmental committee for handicapped people at the "rectorat" headquarters.

***Conseil académique consultatif de la formation continue (Advisory academic council for continuing education)***

Chaired by the *recteur*, this council is made up of representatives of the ministry for National education and representatives of the union organisation which are the most representative of the National education staff. It aims to encourage staff under the ministry for National education to take charge of missions that befall them in adult continuing education.

***Commissions académiques des langues vivantes étrangères (Academic committee of modern languages)***

A committee for modern languages teaching has been set up in each academy. Its missions are to ensure the diversity in language choice, the coherence and the continuity of languages paths on offer and the distribution of information on languages on offer within institutions, MPs, parents...

***Academic Council of educational associations complementary to public education (CAAECEP)***

This academic council is chaired by the *recteur* or their representative. It is made up of:

- 5 representatives of the authorised associations,
- 3 representatives of the organisations representing management, educational and teaching staff,
- 3 representatives of the organisations representing parents,
- 2 representatives of the ministry in charge of national Education,

- 1 representative of the ministry in charge of youth and sports.

It offers recommendations on accreditation requests made by associations working on a local, departmental or academic level, and on accreditation withdrawal propositions.

It also examines the evaluation results of the activities complementary to public education carried out within the academy.

### **The academic Appeal Committee of pupils' disciplinary councils**

Chaired by the *recteur* or their representative, it is made up of one *inspecteur d'académie*, one head of institution, one teaching staff representative and two parents representatives, appointed for 2 years by the *recteur* or their representative.

Any decision made by the disciplinary Council can be appealed within 8 days of its notification. This non-suspensive appeal can be made by the pupil's legal representative (their family most of the time), the pupils themselves if they are of legal age, or the head of the institution. The *recteur* makes the decision after consulting with the academic appeal Committee, within one month of receipt of the action.

### **Comité hygiène et sécurité académique (The Committee on Health and Safety at University)**

Instituted under the authority of each *recteur*, this committee is made up of:

- Three to five representatives of the administration, including the person responsible for health and safety issues, who is also the committee secretary,
- Five to nine personnel representatives. Their number is set depending on the importance of the staff or the nature of occupational risks. In any case, this number must exceed by at least two that of the representatives of the administration,
- The health and safety doctor.

The role of this committee is to promote, supervise and assess the initiatives aimed at improving the health and safety conditions of the staff in the workplace by instituting concrete and constructive social dialogue. It must contribute to enhancing staff security in the workplace.

### **2.7.2.3. Consultations involving players in society at large at departmental level**

Deliberative bodies have been created, on a departmental level, to assist the [inspecteur d'académie](#). Some are chaired by the *préfet*, others by the *académie* inspector.

### **Conseil départemental de l'Education nationale (National Education departmental council)**

This advisory council has tripartite representation: ten representations of local authorities, ten representatives of the staff from *départements* and teaching and training institutions, ten use representatives. It gives advice on questions relating to the organisation and the operation of educational public services in the *département* and notably in the distribution between the relevant municipalities – for lack of agreement between them – expenses concerning *écoles maternelles et élémentaires*; the distribution of teaching posts; the pedagogic structure of the [collèges](#); the methods of attributions of resources (jobs, grants in credit or nature, accommodation allowance given to teachers); the organisation and the operation of school transport; general methods of allocation of allowances aimed at colleges, as well as the provisional programme of investment concerning them.

***Comité départemental de la formation professionnelle et de la promotion sociale* (Departmental committee for professional training and social promotion)**

This committee includes fifty-two members: representatives of departmental administration, teaching staff, teaching and training institutions, industrial, commercial, crafts and agricultural professions, institutions and organisation intervening in the area of employment and professional training.

It has the vocation of ensuring the distribution of professional development resources; it gives its advice on the creation or the withdrawal of institution and vocational teaching sections; it is also consulted for recognition of professional training given by private establishments.

***Commission administrative paritaire départementale* (Departmental joint administrative committee)**

Presided by the *inspecteur d'académie* and including representatives of staff, it is qualified to answer questions on everything relating to the management of *professeurs des écoles* and questions touching on the organisation of administrative services and teaching and training institutions for primary and secondary education.

***Comité technique paritaire départemental* (Departmental joint technical committee)**

Like the academic CTP and in an analogue way, the departmental CTP is made up of twenty entitled members and twenty supply members. It notably gives advice on the organisation of the start of the school year and the distribution of jobs in schools.

***Commission départementale des bourses* (Departmental committee for scholarships)**

Under the presidency of the *inspecteur d'académie*, it is made up of members appointed by the [recteur](#): representatives of the state teaching sector, parent teacher organisations, a head of a secondary institution, a departmental inspector, a general councillor, a mayor, the president of the departmental office of ex-servicemen, and as an advisor, the departmental director for direct contributions and the manager of agricultural services.

It gives advice on the attribution of scholarships to secondary school children: acceptance or rejection of requests, amount and time limit of the scholarship given. The final decision is taken by the *recteur*; in the event of a rejection, there is also a possibility for appeal with the regional committee for scholarships which chairs at *académie* level.

***Conseil départemental d'orientation* (Departmental council for course and career guidance)**

Chaired by the *inspecteur d'académie*, it is made up of representatives from various educational levels, parents, school health doctor, an *inspecteur de l'Éducation nationale* in charge of information and career and course guidance, a career and course advisor psychologist, an *Education nationale* inspector in charge of primary schools and heads of institution. It reports on course and career guidance and allocation of pupils; it examines the incidences of allocations of the *département's* [carte scolaire](#) (school map).

**Committee for the rights and autonomy of disabled persons (CDAPH)**

CDAPHs were created by the law no. 2005-102 of 11 February 2005 for "equal rights and opportunities, participation and citizenship of disabled persons". They are a result of the merger between the guidance and professional redeployment technical committees (COTOREP) and special education departmental committees (CDES).

CDAPHs are empowered to:

- Give their opinion on the guidance of disabled persons and the measures guaranteeing their admission into a school, professional and social environment;
- Identify the institutions or services meeting the requirements of the child or adolescent, or likely to help in the rehabilitation, education, redeployment and accommodation of disabled adults;
- Allocate the disabled child education allowance to children or adolescents, and possibly its supplement,
- Allocate the disability card (CIN),
- Allocate the disabled adult allowance (AAH) and income support,
- Allocate compensation benefits,
- Acknowledge the status of the disabled worker (RQTH),
- Decide on the support of disabled persons over sixty living in accommodation designed for adult disabled persons.

#### ***Comité départemental des œuvres sociales (Social welfare departmental committee)***

Chaired by the *inspecteur d'académie*, it includes a head of a secondary institution, an *inspecteur de l'Éducation nationale*, representatives of civil servant federations and of the *Mutuelle générale de l'Éducation nationale*.

They give advice on measures aimed at developing social action for National Education personnel, and inform the latter of all social measures which concern them.

Other departmental committees

There are also departmental committees to examine appeals against decisions taken on a child repeating a year or course guidance, to decide on the allocation of exemption for boarding school fees for children in regional adapted education institutions or to examine problems relative to teaching immigrant children.

## **2.8. Methods of Financing Education**

See numbers in 2.9.

Over 80% of the national Education expenditure is funded by the State (ministry in charge of national Education, other ministries, territorial authorities). Families and businesses also contribute to funding education.

The allocation of certain resources necessary for the creation and running of schools, [collèges](#) and [lycées](#) is the exclusive responsibility of the minister or their representatives: in particular, the training, posting and remuneration of the teaching staff are under the responsibility of the State. So-called pedagogical expenses are also its responsibility, i.e. computer equipment, specialised electronic equipment, audiovisual equipment and the equipment necessary for the teaching of technology.

Higher education remains under the authority of the State, even if the regions may participate in the funding of universities.

Loi du 13/07/1983 relative aux droits et obligations des fonctionnaires

Loi relative aux libertés et responsabilités locales

### **2.8.1. Expenses borne by the region**

The region is entitled, since the law of 13 August 2004 relative to local liberties and responsibilities, to become the owner of public *lycées*, special education institutions and maritime professional *lycées*, either automatically for the institutions which the region has constructed or reconstructed, or with the agreement of the municipalities, groups of municipalities or *départements* which were the previous owners. It is responsible for the construction, reconstruction, extension, major repairs, equipment and running. It is notably in charge of recruitment and management as well as the remuneration of the non teaching staff of these institutions.

In addition, the region participates in the funding of a significant portion of universities.

Finally, it defines and implements the regional apprenticeship and vocational training policy for young people and adults seeking employment or new professional guidance.

### **2.8.2. Expenses borne by the *département***

The *département*, since the law of 13 August 2004 relative to local liberties and responsibilities, is the owner of public *collèges* established within its territory, either automatically when these *collèges* previously belonged to the State, or with the agreement of the municipalities or groups of municipalities if they were the previous owners.

It is responsible for the construction, reconstruction, extension, major repairs, equipment and running of the *collèges*. It is notably in charge of recruitment and management as well as the remuneration of the non teaching staff of the *collèges*.

### **2.8.3. Expenses borne by the municipality**

The municipality is in charge of pre-schools and elementary schools established within its territory. It is the owner of these institutions and is in charge of their construction, reconstruction, extension, major repairs, equipment and running.

#### **2.8.4. Budget Coordonné de l'Enseignement Supérieur (BCES or Coordinated budget of Higher Education)**

Because of its purpose and inter-ministerial nature, the coordinated budget of higher education (BCES) provides a comprehensive overview of the resources allocated by the State to higher education courses, and constitutes a tool for genuine national coordination.

The BCES helps measure the overall financial support granted by national authorities to higher education, as it combines the funding provided by the initial law of finance in the budgets of the various ministries. It notably integrates the funding that the national Education does not take into consideration (for example the grants allocated by the ministry in charge of social affairs to French students abroad: the BCES considers these grants as higher education expenses, whereas the national Education account ignores them as they do not represent an expense on French territory).

In presenting their priorities and the resources allocated, each ministry involved is displaying its will for a more efficient credit management and takes part in the objectives of the organic law no. 2001-692 of 1<sup>st</sup> August 2001 relating to the laws of finance (see 2.6.1.).

The field of the BCES is that of all post-*baccalauréat* state or private education, if they benefit from State funds, whether in basic learning, continuous vocational training or specialised or applied training (including, in principle, the State officer training schools) as well as the sections of higher technicians and preparatory classes for the grandes écoles (STS-CPGE).

## **2.9. Statistics**

In 2008, the domestic expenditure on education amounted to €129.4 billion, i.e. 6.6% of the gross domestic product (GDP).

The 2010 budget of the ministry of National education (pre-primary, primary and secondary education) was €60.8 billion, i.e. 21% of the State budget. It was up 1.56% on 2009. For 2010, the main budget items in school education were as follows:

- public primary education: €17.6 billion
- pupils' life: €3.8 billion
- public secondary education: €29 billion
- private education: €7 billion

The 2010 budget of Higher education and Research amounted to €29.172 billion, up €1.8 billion on 2009 (+ 5.3%). This budget focuses on three points:

- reinforce the appeal of careers (+ €263.5 million)
- support the reform of the research sector (+ €804 million)
- support the reform of universities and encourage student success (+ €995 million).

2010 Finance Bill

The state of Education, no.19 – November 2009

Repères et références statistiques sur les enseignements, la formation et la recherche

Statistical facts and references on education, training and research)

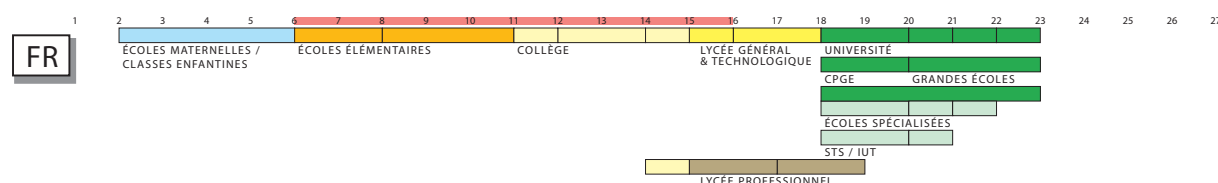
National Centre for Educational Documentation





### 3. Pre-primary Education

## Organisation of the education system in France, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
Compulsory work experience + its duration	Study abroad

Source: Eurydice.

Pre-primary (or pre-elementary) education takes place in an *école maternelle*, which admits children aged 3 to 6. 2 year olds can be admitted depending on the number of available places. Without being compulsory, it is frequented by most children from 3 years old upwards. Although optional, almost all children from the age of 3 attend pre-primary school.

Along with elementary school (see chapter 4), it constitutes primary education or “primary school” according to the most commonly used term in France. The three years of pre-primary school are referred to as *petite section*, *moyenne section* and *grande section*. The first two years represent the first education cycle, called *cycle des apprentissages premiers* (initial learning cycle), while the final pre-primary school year and the first two years of elementary school make up the *cycle des apprentissages fondamentaux* (fundamental learning cycle).

A few characteristic traits of *école maternelle* can be distinguished:

- they belong to the public service, which guarantees a presence on all of the territory, a similar type of operation and the same learning objectives;
- it is an integral part of the education system, which is the basic educational core and is therefore under the full responsibility of the ministry in charge of National education;
- it is secular and free when in state education;
- it is supervised by teachers who receive the same training as those in compulsory elementary school (see 8.1.4.1.). The teachers are assisted by *Agents territoriaux spécialisés d'école maternelle* (Territorial Agents Specialized in Pre-primary Education or ATSEM), who are recruited by local authorities and undergo specific training (e.g. *Certificat d'Aptitude Professionnelle* or Vocational Training Certificate, specialising in "early childhood");

- it implements structured learning and has a specific pedagogical vocation, including discoveries, games and various stimuli;
- it is generally made up of a pedagogical team (which consists of the school's head teacher, primary education and specialised teachers), an educational team (which includes the school's head teacher, one or several teachers and the parents), the school health service and the *réseaux d'aides spécialisées aux élèves en difficulté* (RASED).

## Ministry of National Education

### 3.1. Historical Overview

In 1771 in the Vosges regions, children of 4 to 7 years were looked after by the "knitting schools" of pastor Oberlin. The "operators of early childhood" taught them to spin, knit, tear shreds, cut up paper, read the alphabet, calligraphy, sing, learn off by heart, mental arithmetic, natural history and the bible story...

In 1826, "asylum halls" were created in Paris on the initiative of mayor Cochin, for a mostly social purpose. In 1836, there were one hundred of these institutions, catering for four thousand children. In 1837, regulations were set: children were admitted from the age of 2 to 6 years old in these free institutions. The primary aim of the "asylum rooms" was to teach children good habits in terms of order, cleanliness, mutual regard preparing them for an "honest, decent and Christian life". The children's intelligence was gradually developed without wearing it out with too sustained an application.

With Pauline Kergomard as a driving force, asylum halls were transformed into "écoles maternelles" (pre-schools) in 1881, thus creating the backbone of the education system. This school for very young children became an institution where children can fully blossom, exercising their physical, intellectual and moral capabilities. In 1881, Minister Jules Ferry appointed Pauline Kergomard general inspector of pre-schools.

In 1910 was created, in each department, a pre-school inspectorate entrusted to the female members of staff. The inspectors played a decisive role in the progress of pedagogy in pre-school.

In 1920, children were led to carry out physical exercise, breathing exercises, games, graduated movement accompanied by singing.

During the 1960s, pre-schools were getting large; the number of children attending increased.

In 1977, male teachers could teach in pre-school which no longer constituted an area reserved to females. Already in 1972, female inspectors started to see male inspectors trained for various missions: either elementary school, or specialised education or college.

### 3.2. Ongoing Debate and Future Developments

The ministry in charge of national Education has been particularly focused, in the last few years, on improving the command of the French language, most notably by putting in place a new teaching organisation and a new curriculum, at all school levels. Having a command of the language is a very specific pre-school priority.

This process has led the minister of national Education to define the objectives of a partnership with the general Association of public pre-school teachers (AGEEM) with regard to pre-school. A joint statement was signed on 18 December 2008 relating to:

- the development of a national training plan for pre-school teachers;
- the creation of an educational hub specific to pre-school in each *département*;
- the publication of educational tools specific to pre-school;
- the dissemination of the "Parents' Guide" designed by the AGEEM to all families of children enrolled in pre-school. As of the beginning of the 2009 school year, this guide can be downloaded on the website of the Ministry of Education.

As part of a review process, the ministry of national Education has announced three specific measures regarding pre-primary education for the 2009-2010 school year:

- Finalisation of the national training plan for pre-primary school teachers. This plan is established by the general directorate for school education in consultation with the general inspectorate and the general association of pre-primary schools. It will be the foundation of the training programmes designed in each department;
- Creation of 100 new national Education inspector (IEN) positions, in charge of pre-primary education, who will support teachers in their work and provide them with the necessary information. They will also be responsible for a departmental "pre-primary education" hub which will promote the necessary training courses and facilitate the sharing of experience acquired over the years, thereby creating a departmental dynamic;
- Introduction, in each pupil's school record book, of an assessment of acquired skills at the end of the grande section year. This measure illustrates the desire to reinforce the evaluation of pupils' acquired skills and provide the parents concerned with clear information on what each child has learned in pre-primary school. The importance of communicating with parents is highlighted and embodied by the publication of an annual pre-primary education presentation guide by the ministry of national Education.

Furthermore, in 2010, as part of the fight against illiteracy, the minister highlighted the significant role of pre-primary education and stressed 3 specific points:

- the methodical learning of vocabulary
- the stimulation of memory by learning texts or songs by heart
- the early reading of quality texts to pupils, which helps focus their attention while helping them enjoy the text.

### 3.3. Specific Legislative Framework

Measures have been set up in order to improve the admission and the welcome reserved for young children and their families.

#### **Framework law on education (10 July 1989)**

The law details in article 2, codified in article L113-1 of the education code, that: "every child has to be admitted, at the age of three, to an *école maternelle* (pre-school) or an infant class the closest possible to their home, if their family so wishes. Looking after 2 year old children is extended as a priority to the schools located in social disadvantaged environments, whether in urban, rural or mountain zones".

### **The agreement protocol relating to young children (20 September 1990)**

It was signed by the State minister, minister for national education, youth and sports and the minister for solidarity, health and social protection as well as the State secretary in charge of families.

The protocol underlines that early childhood, from 0 to 6 years, is a determining period in a child's development and is often a sensitive time for families, notably in the most disadvantaged milieus. It translates into the will to ensure a continuous educational action in relation to these young children, the complementary nature between the different ministerial actions which have to coordinate their policies and encourage active parental participation in order to implement them.

### **Framework and programme law for the future of schools of 23 April 2005**

Article 24, codified in article L321-2 of the code of education, stipulates that : "Pre-school's educative mission is to include a first approach to the tools of basic knowledge, prepare children for the core education given by elementary school and teach them the principle of life in society".

## **3.4. General Objectives**

The purpose of pre-primary school is to help each child, using adapted approaches, become autonomous and acquire knowledge and skills which will facilitate their fundamental learning process in the first two years of primary school.

The primary objective is the acquisition of a rich oral language, organised and understandable by others.

Pre-school broadens the interpersonal skills of young pupils and enables them to experience a rich and varied range of games, research, autonomous or supervised productions which helps shape their personality and cultural development.

The school project (see 2.6.1.1.) is a way to guarantee the necessary continuity between pre-school and primary school, as the final pre-school year of *grande section* is also the first year of the fundamental learning cycle. The parents' effective participation in the school project and more generally in school life is sought after.

The pre-school programme, without a restrictive schedule, presents the major activity domains to be tackled in the three years preceding enrolment in compulsory education; it determines the objectives to be achieved and the skills to be acquired prior to entering primary school.

### **Primary education programmes**

## **3.5. Geographical Accessibility**

Nearly all children from 3 to 6 years old (the figures are around 97-100% depending on the *départements*) are today educated in pre-school.

However, for 2 year-olds, there is significant geographical inequality. These differences are sometimes due to cultural contexts, to the geographical distribution of collective education structures for young children and to the choices of education policy of the [inspecteurs d'académie](#). In the lead are Lille and Rennes, with the highest schooling rate for two-year old children. At the bottom are Strasbourg and Paris.

Outside the national education system, there are institutions which welcome children aged 2 years old and less (before *école maternelle*), but the two detailed below are the main ones:

- **Crèches** which are managed by the departments (*Directions départementales des Affaires sanitaires et sociales* – DDASS or Departmental Directorate for Health and Social Affairs), the municipalities and the Social Work offices, the *Caisse d'Allocations Familiales* (CAF or Family Allowance Office) or associations. One type of *crèche* is the **mini-crèche** which welcomes children under the same conditions. Children's day **nurseries** and **crèches** (admit children who need medical care, 24/7) are temporary welcome facilities. Since the beginning of the 2009 school year, *jardins d'éveil* (early learning centres) have been set up in several cities for experimental purposes. 2 to 3 year-olds are catered for by early childhood professionals.
- **Qualified assistants** who look after children at home after having received approval from the resident Departmental General Council for three years. They follow employment adaptation training which is organised by the service of *Protection Maternelle Infantile* (PMI or Maternal and Infantile Protection).

Although the benefits of early schooling for all social categories (in particular for children from a disadvantaged background) are recognized in France, the last few years have been marked by a significant drop in the schooling rate of 2 year-olds (see 3.16).

Repères et références statistiques sur les enseignements, la formation et la recherche

Law no. 2003-339

## 3.6. Admission Requirements and Choice of Institution/Centre

As far as pre-school and elementary school registration is concerned, the municipal council defines the **school sector** by municipal decree. Some municipalities are not divided into sectors. The **inspecteur d'académie** allocates school teaching posts in schools.

### 3.6.1. Admission age

The age of pre-school admission has been set since the end of the 19<sup>th</sup> century. Article L113-1 of the education code stipulates that all children must be able to be educated, **from the age of 3**, in a pre-school. The children remain at pre-school **until the age of 6**, when compulsory school begins at elementary school.

Article D113-1 of the education code specifies that **children who are two years old** at the start of the school year can be admitted if there are available places in pre-school. Their health and physiological and psychological maturity must be compatible with collective life in a school environment. This admission process focuses on socially disadvantaged urban, rural or mountain zones, in particular in priority education zones. Exceptionally, children reaching the age of two, before the start of the school year and the 31 December of that calendar year, can be admitted under the same conditions.

### 3.6.2. Registration methods

Registering a child in pre-school is not compulsory. It is carried out on parental request.

You first have to contact the town hall of your place of residence. The file for the town hall should contain the following documents at the least:

- official family record book or the child's birth certificate;
- proof of address;
- a document attesting to the child's compulsory vaccinations for his age or a contra-indication;

The mayor then delivers an inscription certificate indicating the school where the child is to be registered.

The documents needed for final registration by the school's principal are:

- official family record book or the child's birth certificate;
- registration certificate given by the town hall;
- the document attesting to the child's compulsory vaccinations for his age or a contra-indication;

If the child does not change school, registration does not have to be carried out every year.

### 3.7. Financial Support for Pupils' Families

There are no scholarships available in pre-school education, but parents can obtain help from the health and social action at the town hall.

### 3.8. Age Levels and Grouping of Children

The grouping of pupils according to their level has been a part of the organization of school in long term cycles since 1989. Pre-school corresponds to the first school cycle, said to be "basic learning" and at the start of the second cycle said to be for "fundamental learning". The setting up of multi-annual cycles has answered the need to better adapt the school to the child: the objectives to reach are no longer fixed per school year, but for a period of three years, pupils having the opportunity to progress at different rhythms.

As a general rule, children are grouped in age groups in three sections: **the "small section" (2-3 to 4 years old), the "medium section" (4 to 5 years old) and the "big section" (5 to 6 years old)**. This distribution can vary in order to take into account each child, his/her maturity and the skills he/she has acquired. The pedagogical team, in agreement with the parents, can decide to place the child in the section that best answers their needs, even if it does not correspond exactly to their age.

## **3.9. Organisation of Time**

The school year begins in early September until the end of June or early July.

The most often pre-schools organise the start of the school year in a staggered way for the children coming into pre-school for the first time (at three years old or before); this is a way of encouraging their integration into a collective educational setting, without confronting them from the start to big groups of children.

### **3.9.1. Organisation of the year**

The organisation of school time depends on the school calendar drafted by the ministry for national education. The 2009-2010 school year officially started on Wednesday 2 September 2009 and is to end on Friday 2 July 2010 (see also 4.9.).

### **3.9.2. Weekly and daily timetables**

The weekly length of schooling is set at 24 hours, with a maximum of 6 hours per day. It is not structured around the distribution of subjects with strict limits and schedules. The teacher organises the day's activities in an autonomous way respecting both the needs of the children and the skills which need to be acquired and which are defined by the different national programmes for each cycle.

As part of the 2008 Reform of Primary Education, 2 hours are dedicated to personalised support in pre-school.

The principles of this personalised aid must be determined in the teacher council, integrated into the school project and implemented in each class with the agreement of each pupil's parents.

In pre-school, this support primarily focuses on language. It is provided in small groups of 5 or 6 pupils.

## **3.10. Curriculum, Types of Activity and Number of Hours**

Pre-school education contributes to children's overall development and prepares them for elementary school (primary education). Games play an important part, which does not preclude discipline and effort and helps to explore life settings, action in or on the nearby world, imitating others, inventing new gestures, communicating in all its dimensions, looking at oneself which encourages observation and reflection, discovering the riches of imaginary worlds... It is the starting point of a number of didactic situations offered by the teacher. It carries on towards more structured education which remains to be no less fun.

It is the responsibility of the team of teachers to ensure that their pupils, throughout their schooling, explore a large variety of situations and cultural worlds along with the use of various tools and instruments. There is room for digital supports in pre-school, alongside toys, games, play areas or books.

In addition, pre-school teaching programmes, defined by the new national programmes of June 2008, without a restrictive schedule, present the major activity domains to be tackled, i.e.:

- **Master the language:** at the end of pre-school, children must be capable of:
  - understanding a message and acting or responding in a pertinent manner;
  - accurately naming an object, person or action relating to day-to-day life;
  - formulating a description or a question in an articulate manner;
  - recounting a personal experience or a made-up story in an articulate manner;
  - taking the initiative of asking questions or expressing their opinion.
- **Discover the written language:** at the end of pre-school, children must be capable of:
  - identifying the main functions of the written language;
  - listening to and understanding a text read by an adult;
  - knowing a few traditional texts, mostly tales;
  - producing a verbal statement in an appropriate form so it can be written by an adult;
  - differentiating between sounds;
  - distinguishing the syllables of a word, recognizing the same syllable in several statements;
  - matching the words of a short statement in verbal and written form;
  - recognizing and writing most letters of the alphabet;
  - connecting sounds and letters;
  - copying, under teacher supervision, short and simple words in cursive script for which the equivalent letters and sounds have been studied;
  - writing their first name in cursive script.
- **Become a pupil:** at the end of pre-school, children must be capable of:
  - respecting others and the rules of cohabitation;
  - listening, helping, cooperating; asking for help;
  - feeling self-confident; controlling their emotions;
  - identifying adults and their role;
  - performing simple tasks in an autonomous manner and playing their role in school activities;
  - expressing what they are learning.
- **Act and express themselves with their body:** at the end of pre-school, children must be capable of:
  - adapting their movements to specific environments or various constraints;
  - cooperating and confronting each other individually or collectively;
  - accepting collective constraints;
  - expressing themselves to a rhythm, musical or otherwise, with or without an instrument; expressing feelings and emotions by way of gestures and movements;
  - situating themselves and moving in space;
  - describing or representing a simple undertaking.
- **Discover the world:** at the end of pre-school, children must be capable of:
  - recognising, naming, describing, comparing, sorting out and classifying materials and objects according to their properties and usage;
  - familiarising themselves with animal and plant life manifestations, connecting them with major functions: growth, nutrition, locomotion, reproduction;
  - naming the principal parts of the human body and their function, distinguishing the five senses and their function;
  - familiarising themselves with and applying certain hygiene rules with regard to the body, school premises and food;
  - detecting hazards and taking them into account;
  - recognising reference points in the day, week and year;
  - situating events in relation to one another;
  - drawing a circle, square, triangle;
  - comparing quantities, solving problems relating to quantities;
  - memorising the sequence of numbers up to at least 30;



- counting a quantity using the verbal sequence of known numbers;
- associating the name of known numbers with their written representation;
- situating themselves in space and situating objects in relation to themselves;
- situating themselves in relation to a page;
- understanding and correctly using the vocabulary relating to time and space location and relationships.
- **Perceive, feel, imagine, create:** at the end of pre-school, children must be capable of:
  - adapting their gestures to material constraints (instruments, supports, equipment);
  - using drawings as a mode of expression and representation;
  - creating a two or three-dimensional composition according to an expressed desire;
  - observing and describing traditional works of art, constructing collections;
  - memorising and interpreting songs and nursery rhymes;
  - listening to a musical extract or a production and expressing themselves and communicating with others to give their impressions.

### Primary school programmes

## 3.11. Teaching Methods and Materials

In pre-school pedagogy, activities involving the exploration of your environment, manipulation and games have a preponderant place. Teachers observe precisely the behaviour and the achievement of the children to help them and adjust their demands on knowledge acquired and needs of everyone. The teacher is completely free to choose the teaching methodology and the pedagogical equipment (toys, educational games, books, audio-visual material, etc.).

There is no State control for the publication of school books. The State sets the [national programme](#) of pedagogical contents for all levels and publishers freely put together the pedagogical material according to this programme.

There is no national policy regarding supplies for this level of education.

## 3.12. Evaluation of Children

The teacher or the pedagogical team is responsible for the regular assessment of the children's knowledge, which is based in pre-school on attentive observation of the children during "hands-on" situations. The Teacher council determines the progression of a pupil in each cycle. In order to keep the parents informed of their child's situation, a school record book is put together for each child, in which are written the results of precise assessments and indications of their knowledge. Circular 2008-155 of 24 November 2008 defining the school record book stipulates, from the beginning of the 2009 school year, the final assessment of pupils' knowledge at the end of pre-school. A number of assessment forms have been published on the Eduscol website of the General Directorate for school education to support this final assessment.

### 3.13. Support Facilities

Pre-school is run by an educational team (class, health and safety during school hours, playtime, school outings) and the municipality (infrastructures, maintenance of the premises, school equipment and operation). Extracurricular activities (before and after school childcare, activities centre, food) are the responsibility of the municipality.

School premises are owned by the municipality and entrusted to the school principal, who ensures the safety of people and equipment, except when these premises are used by the mayor outside the hours of initial and continuing education.

The decisions regarding school life are made by the following three authorities:

**1) The school council** (articles D 411-1 to D 411-4 of the education code, order of 13 May 1985 relative to the school council) which includes:

- The school principal, **chairman/woman**;
- **The mayor or his/her representative and a municipal councillor appointed by the municipal council**;
- **The school teachers and substitute teachers present in the school at the time of the council meetings**;
- **One of the teachers from the specialised aids network involved in the school and chosen by the school's teacher council**;
- **Representatives of parents in numbers equal to the number of classes**, elected according to the procedures determined by the order of 13 May 1985. These representatives constitute within the school council the "Parents' committee" stipulated in article L 411-1 of the education code; the role and place of parents in school are defined in articles D 111-1 to D 111-15 of the education code as a result of the decree of 28 July 2006. The publication of this decree is considered an important step in the construction of a dialogue between the parents and the School, to ensure the success of all pupils – the main objective of the framework law of 23 April 2005.
- **The departmental national Education delegate** responsible for visiting the school.

The national education inspector for the constituency is legally entitled to attend the meetings.

The school council is constituted for one year and stands until the renewal of its members. It meets at least once every quarter and must also meet within two weeks of the publication of election results, according to an agenda sent to the council members at least eight days before the date of the meetings. In addition, it can also be convened at the request of the school principal, the mayor or half of its members.

**The following take part, in an advisory capacity, in the school council sessions for relevant matters:**

- Staff from the specialised aids network not mentioned above.
- Doctors in charge of school medical check-ups, school nurses, social workers and specialised pre-school territorial agents;
- When medical or paramedical staff take part in actions for the integration of disabled children, the chairman can, on the advice of the Council, invite one or more of these people to attend Council proceedings;
- When relevant, personnel in charge of teaching modern languages, foreign teachers providing original language and culture classes (ELCO) within school premises, teachers in charge of regional language and culture classes;
- Those in charge of additional activities stipulated in article L 216-1 of the education code;

- Representatives of extra-curricular activities for issues relative to their activities in relation to school life.

The president, on the opinion of the council, can invite one or several guests whose advice is deemed relevant with regard to the agenda.

Deputy parent representatives can attend school council sessions.

**2) The teacher council** (article D 411-7 of the education code), made up of the following members of the educational team:

- the principal acting as council chair;
- all the teachers posted to the school;
- the substitute teachers present in the school at the time of the council meetings;
- the members of the specialized aid network involved in the school.

It expresses an opinion on the organisation of the service and can also express an opinion on all issues regarding school life. It meets at least once every quarter.

**3) The teacher council of the cycle (article D 321-15 of the education code)** which is made up of the relevant educational team members for each cycle. It establishes, amongst other things, the educational project of the cycle and assesses the pupils' progress in the acquisition of the various skills defined for this cycle.

**The educational team of each cycle** (article D321-14 of the education code) **is made up of:**

- **the teachers** (*instituteurs* and *professeurs des écoles*);
- **the school principal** (in most schools, he/she fulfils this function in addition to his/her teaching duties);

**the members of the specialised aid network for pupils experiencing difficulties (RASED – see chapter 10).**

Each school must establish a school project (article D 411-8 of the education code) combining local requirements with national objectives and programmes. Its essential priority is to improve the results of all pupils, notably by taking the school schedule into account. It is the parents' responsibility as part of the school council to help formulate the children's requirements.

## 3.14. Private Sector Provision

The private education ratio has been stable for twenty years. There were 316,071 children enrolled in private schools in 2008-2009. The proportion of pre-school pupils enrolled in private education has remained stable for several years at approximately 12%.

Private education (pre-school + primary school) in France is roughly 97% catholic. The choice of private education by families follows very diverse motives: admission facilities, religious, cultural or social facilities, research of a pedagogical structure adapted to the profile of a child.

The legislation of the private sector is largely defined by the Debré law of 31 December 1959, which provided for the signing of contracts – simple or association contracts, between the State and private education institutions, notably denominational.

The "association contract" is signed between the private institution and the State. The institution must provide education according to public education rules and programmes. The teachers of these institutions are recruited by an examination, following the same procedures as those of the public sector. Since 1995, the teachers of private [collèges](#) and [lycées](#) under contract are trained in [IUFM](#) colleges and recruited following an examination called CAFEP (similar to the CAPES or CAPLP, see 8.1.4.1.).

The "simple contract" for primary or specialised schools complies with the principles of public education, but the rules are more flexible. Classes must be operational for at least 5 years and premises must meet health and safety requirements. The institution under a simple contract must then organise the teaching of basic subjects referring to the programmes and schedules of public education. Teachers are appointed by the private authority and considered as employees under private law, but remunerated by the State.

The private sector regroups for the most part institutions under contract, and more specifically under association contract. The share of private education not under contract only represents 0.3% of pre-school to *terminale* classes.

Loi stipulating the relationships between the State and private education institutions

## 3.15. Organisational Variations and Alternative Structures

Very dense in the urban zones, the network of pre-schools has developed in the countryside in specific ways. Two organisational variations can be distinguished.

### Infant sections

"Infant sections" are sections integrated into elementary schools, which welcome 5 year old children. In certain cases, when the admission capacities and the pedagogical organisation enable it, 4 year old children can, with the agreement of the [inspecteur de l'Education nationale](#), be admitted.

In some cases, pre-school classes are set up in schools attended by pupils in elementary classes. These schools are called "primary schools".

### Inter-municipal pedagogical groups

Inter-municipal Pedagogical Groups consist, for various municipalities, in combining efforts in order to gather together the number of children needed to open a pre-school. The class then created can be regroup children in a chosen municipality, independently from elementary classes, that is to say in a pedagogical grouping by age group. This choice implies a transport service for most children. These groups are the most frequently used solution.

In sparse and dispersed habitat zones (rural or mountain zones), pre-schools or infant classes benefit from the collaboration of *équipes mobiles d'animation et de liaison académique* (EMALA or mobile management and academic liaison teams).

A *professeurs des écoles* or a teacher, in a truck equipped with audiovisual equipment and pedagogical documentation (games library, book library, picture collection, and computer equipment), does regular rounds in small isolated schools in the sector on which it is posted.

## 3.16. Statistics

Due to the administrative strike of part of the school principals, we have been unable to accurately update published data since the beginning of the 2000 school year. The data on the number and schooling rate of pupils may be affected by this lack of accuracy.

As of the beginning of the 2008-2009 school year, 2,535,400 children were enrolled in pre-primary education, i.e. 15,700 pupils less than in 2007-2008 (mainland France and overseas *départements*). These numbers are down for the third consecutive year: -0.6% between 2007-2008 and 2008-2009 compared with -1.1% between 2006-2007 and 2007-2008.

The pre-primary schooling rate (2 to 5 year old children) is 78.4%. This rate has dropped significantly since 2000, when it reached 84.9%.

The decrease in the number of pupils and schooling rate, observed in mainland France and overseas *départements* in 2008-2009, is primarily a result of the drop in the schooling of 2 year old children, which was particularly marked at the beginning of the 2008 school year: -12.6% in the public sector and -5.3% in the private sector. Thus, the percentage of 2 year-olds attending a public or private school was 18.1% at the beginning of the 2008 school year, compared with 26.1% at the beginning of the 2004 school year.

This trend is also due to demographic pressure: the number of children attending school has remained relatively stable over this period while the number of children of potential school age has increased.

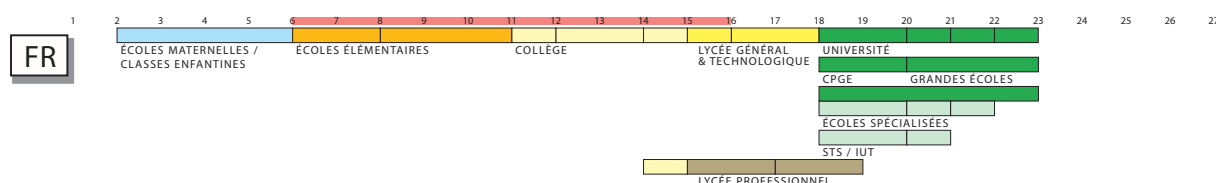
In terms of gender breakdown, girls represented respectively 48.7% and 49.3% of the number of pupils in public and private pre-primary classes at the beginning of the 2008 school year.

At the beginning of the 2008 school year, there were 16,748 public pre-primary schools and 194 private pre-primary schools in mainland France and overseas *départements*, i.e. a decrease in the number of public and private pre-primary schools of 1.5% and 8.9% respectively.

SituatioSituational and reference statistics of teaching, training and research

## 4. Primary Education

### Organisation of the education system in France, 2009/10



Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
Primary – ISCED 1	Single structure (no institutional distinction between ISCED 1 and 2)
Lower secondary general – ISCED 2 (including pre-vocational)	Lower secondary vocational – ISCED 2
Upper secondary general – ISCED 3	Upper secondary vocational – ISCED 3
Post-secondary non-tertiary – ISCED 4	
Tertiary education – ISCED 5A	Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
Compulsory full-time education	Compulsory part-time education
Part-time or combined school and workplace courses	Additional year
-/n/- Compulsory work experience + its duration	Study abroad

Source: Eurydice.

In France, elementary school and pre-primary school constitute primary education which provides the first level of education. Compulsory education begins in elementary school, which includes:

- The "basic learning skills" cycle, or Cycle 2, which begins in the *grande section* of pre-school, is a transition between pre-school (pre-elementary) and primary school (elementary); it continues for two years in primary school:
  - *cours préparatoire* (CP),
  - *cours élémentaire* - first year (CE1).
- The "skills enhancement" cycle or Cycle 3, which includes:
  - *cours élémentaire* - second year (CE2),
  - *cours moyen* - first year (CM1),
  - *cours moyen* - second year (CM2).

During the "basic learning skills" cycle, elementary skills are developed (speaking, writing and counting) which form the basis of a successful learning process. The "skills enhancement" cycle transforms these skills into intellectual tools which enable the pupil to improve his mind and to acquire his first sense of autonomy.

The end of each of these cycles corresponds with one stage of the "common foundation" (see 5.4.) and finishes with a national assessment which enables teachers, as well as families, to take stock of pupils' skills (see also 4.12.)

Ministry of national Education

## 4.1. Historical Overview

From the beginning of the 19<sup>th</sup> century to the end of the 1870s, primary education, which was still not compulsory, was slowly developing in France. There were both state-run primary schools and private schools (mainly belonging to teaching congregations of the Catholic Church) at that time. The influence of the Catholic Church with regard to education remained predominant and, in accordance with the provisions of the Falloux law (1850), its control even extended to public education.

The Republicans, who, from 1879, retained full political power as regards Third Republic institutions, held great ambitions for the field of education: they wanted, in particular, to make primary education compulsory for all children and to make state primary education free and secular, liberated from the supervision of the Catholic Church which was too involved with conservatism and monarchist power. From 1879 to 1885, Jules Ferry who was at one time Minister of State Education and then head of government (or both at the same time) carried through this programme and founded state education by developing public secular education at all levels. In 1881, free primary education was established, followed by the adoption of compulsory education in 1882 for all children between 6 and 13 years old.

Compulsory schooling was gradually extended to 14 years old in 1936 and 16 years old in 1959. In the sixties, secondary education (in colleges) became accessible to all pupils from the age of 11. Elementary school therefore lost its *terminale* classes (final study years) (*classes de fin d'études* and *cours supérieurs* for pupils aged between approximately 11 and 13 years old) and it no longer awarded final certificates; the *certificat d'études primaires* (final primary education certificate) had for many years been the examination which marked the successful conclusion of compulsory education.

The beginning of the 80s was marked by new structural reforms, particularly with regard to *zones d'éducation prioritaires* "priority education zones" or "ZEP"s aimed at providing greater support to schools with the most problems. The 1989 framework law set out a new policy to find a democratic response to the "standardization" of education. It also introduced the school project, organization into cycles, assessments, better articulation between nursery school and elementary school, a reduction in the numbers of pupils repeating a year, and set the objective that all pupils should receive a qualification at the end of their education.

The framework and programme law for the future of school of 23 April 2005 specifies the basic principles of the general education policy, notably mastering reading skills in school, defining a common foundation of knowledge and skills, enhancing the teaching of modern foreign languages, reviving priority education, developing apprenticeships, reinforcing the right to schooling for disabled pupils and redefining the content of the teachers' initial training. Performance management and management through performance are used as powerful tools to help all pupils succeed.

## 4.2. Ongoing Debate and Future Developments

In primary education, the new 2009 school year was primarily characterised by the implementation of the reform of primary education initiated in 2008, which includes:

- The development of the personalised aid system designed to guarantee the success of each pupil. Teachers must put in place two hours of personalised aid each week, in the form of a small group, as soon as pupils experience difficulties in their learning process. For the 2009-2010 school year, personalised aid concerned nearly 25% of the pupils, i.e. 1,223,000 pupils (1 in 4).

- Another personalised aid system, launched at the beginning of the 2008 school year and continuing in 2009, is represented by **refresher training courses** during school holidays. These courses are designed for pupils in CM1 and CM2 classes (4<sup>th</sup> and 5<sup>th</sup> year of primary education) with significant deficiencies in French and mathematics. They are organised twice a week during spring holiday as well as in the first and final week of the summer holiday. They last 15 hours spread over five days. Children meet in the school premises in small groups of 4 to 6, supervised by a voluntary primary education teacher who benefits from overtime remuneration. For the 2009 school year, 214,290 pupils were involved in 38,940 courses.
- Educational support, implemented at the beginning of the 2008 school year in all elementary schools involved in the priority education programme (see 10.5., point 3), is continuing. It constitutes an educational offer which complements compulsory education and the personalised aid of 2 hours per week provided to pupils experiencing learning difficulties.
- Continued implementation of evaluations in CE1 classes (second year of elementary school) and CM2 classes (final year) in French and mathematics (see also 4.12.).
- The **school record book** for each primary education pupil, stipulated by article D321-10 of the education code, is implemented based on ministerial circular no. 2008-155 of 24 November 2008 (see 4.12.).
- The application of the new programmes designed for elementary school in 2008.

Press kit for the new 2009 school year

## 4.3. Specific Legislative Framework

The rules relating to the organization and functioning of pre-primary and elementary schools were determined within the context outlined by the 1989 framework law on education in 1990. The framework and programme law for the future of school of 23 April 2005 completes this system. All these rules are now codified.

The order of 25 July 2007 on foreign and regional language programmes for primary school implements the European framework of reference for languages. These programmes, relating to regional languages as well as German, English, Arabic, Chinese, Spanish, Italian, Portuguese and Russian, are applicable as of the beginning of the 2007 school year.

Decree no. 2008-463 of 15 May 2008 modified the weekly organisation of school time in pre-schools and primary schools.

The orders of 9 June 2008 (O.J. of 17-6-2008) defining the new pre-school and primary school schedules and programmes came into force as of the beginning of the 2008 school year.

Decree no. 2008-775 of 30 July 2008 (O.J. of 3 August 2008) relates to a new definition of the service obligations resulting from the reorganisation of primary school hours and the institution of the personalised aid for pupils experiencing difficulties.

Finally, decree no. 2008-751 of 29 July 2008 (O.J. of 31 July 2008) amends article D. 481-2 of the education code with a view to adapting the Haut-Rhin, Bas-Rhin and Moselle *départements* to the reorganisation of the school week.

Framework and Programme Law for the Future of School



## 4.4. General Objectives

School is a melting pot for equal opportunity, facilitating the construction of a shared common culture, as well as a melting pot for the elaboration of responsible and united citizenship, encouraging the construction of shared values by making these values known, understood and practised.

National programmes were revised in 2008 without affecting the permanent requirements of the Republican school system, in order to take into account the demands of the common foundation (see 5.4.). They redefine the bases of a primary school culture which, through the full range of learning programmes within the School, offers all pupils equal opportunities and successful integration into French society. The national programmes which came into force at the beginning of the 2008 school year (*Bulletin Officiel* special issue no. 3 of 19 June 2008) are coherent and in line with those of the *collège*.

The primary objective assigned to the school system is to leave no child behind.

In addition, to fully integrate these objectives, elementary school has reinforced requirements balancing memory and creativity, rigour and imagination, attention and autonomy development, respect of the rules and spirit of initiative.

Preparation for the new 2009 school year

## 4.5. Geographical Accessibility

In France, all measures regarding the catchment areas of pupils and teachers comes under the name of "school map". The "**school map**" refers to, on the one hand, the geographical division of a *département* or city into catchment areas for teachers and, on the other, the process of preparing for a new school year.

The primary school map consists mainly of preparing the beginning of the new school year and the anticipated management of jobs and staff, given the slight change in primary teaching (100% schooling rate, high rate of pre-school education and density of the school network).

### 4.5.1. Public primary school map

The preparation of the school map lasts for approximately one year. It begins in October and ends ten months later within days of the beginning of the new school year.

In October, forecasts of pupil numbers for the following year are made in each *département* by the *inspection académique* (academic inspectorate). These forecasts are then validated by the Rector's Office and the ministry.

In December, the ministry informs the academy of the number of teaching posts available for the school year.

The Rector's Office allocates this number of posts to the *départements* and the *inspecteur d'académie* decides on the location of the teaching posts and therefore the number of classes, in the different institutions of the *département*. The mayors are consulted with regard to the measures envisaged for their municipality.

In February, a Departmental Council of National Education (CDEN) is convened. This authority includes, in addition to the full members (the Prefect, the President of the Departmental Council), elected officials, representatives of the personnel, users (parents and additional public education associations). The CDEN gives its opinion on the measures proposed.

The final decision rests with the *inspecteur d'académie*.

In mid-May, school principals are required to return the enrolled pupil situation to the *inspection académique*. In September, final adjustments are made with regard to the numbers observed on the day of the new school year.

#### **4.5.1.1. Opening and closing of school(s) or classes**

Primary school map measures consist of opening or closing schools and classes or re-grouping of schools. This responsibility is shared between the State and the municipalities.

The creation and installation of a school (choice of location, construction, configuration of the premises) as well as the closing down of a school is the decision of the municipal council. The assignment of the associated teaching position(s) is the responsibility of the *inspecteur d'académie*, director of the national Education departmental services.

The opening and closing of a class, provided this does not result in the creation or closing of a school, are not subject to a municipal council decision. The decision to open or close a class, and therefore to add or remove a teaching post, rests with the *inspecteur d'académie*.

#### **4.5.1.2. The case of school re-groupings**

##### **The grouping of schools from several municipalities - (*Regroupements pédagogiques intercommunaux* – inter-municipal educational groupings)**

Legally, municipalities have the right to group together in order to set up and maintain a school, but the grouping of pupils from several municipalities in one school is only imposed upon the municipalities concerned when they are situated at least three kilometres away and when one of the municipalities has at least fifteen pupils (Article L. 212-2 of the Education Code). In other cases, the agreement of the municipality is required.

Inter-municipal educational groupings (RPI) may depend on *établissements publics de coopération intercommunale* – inter-municipal cooperation public bodies (EPCI).

There are two kinds of RPI:

- Dispersed RPIs: each school groups together pupils from several municipalities according to their level of education and it maintains its legal status and its school management;
- Concentrated RPIs: all pupils from the municipalities in question are taught in the school belonging to one of the municipalities.

#### **School networks**

Several schools, from one or several municipalities, whether or not they belong to an inter-municipal educational group, can also be re-grouped into networks, flexible systems enabling the pooling of resources and equipment and the implementation of joint projects. Unlike the RPIs, these networks, which can be associated with a public inter-municipal cooperation institution, generally have no impact on the educational structure of their schools.

There are two types of network:

- rural school networks: groups of schools with a common educational project, which often involves the pooling of equipment by the municipalities concerned;
- *ambition réussite* (ambition success) networks: since 2006, they have been part of the revival of priority education and aim at concentrating resources and efforts to help the pupils experiencing most difficulties. These networks unite the *collèges*, pre-schools and primary schools of the same area.

### **The merging of schools within a municipality**

This consists of merging two schools into a single structure or grouping pupils from two schools into one of the two structures. Elementary schools or nursery schools may be merged or even a nursery school can be merged with an elementary school.

The merging of the two schools means that one of them must be closed and, if necessary, a change made in the organization of the classes resulting from this merging.

## **4.5.2. School Transport**

The *départements* are responsible for organising and managing school transport (article L 213-11 of the education code).

Article L 231-12 of the education code however stipulates that the Departmental Council or the relevant authority for the organisation of urban transport can entrust, by way of an agreement, all or part of the school transport organisation to municipalities, public institutions for inter-municipal cooperation, public-private syndicates, education institutions, parents' associations and family associations.

If no transport is organized and the parents are obliged to use their own vehicles to transport their children, they may obtain a personal allowance for transport costs.

In case of regular service usage (bus service, SNCF, RATP) the school, upon request, provides the family with a form to be completed in June. This form makes it possible to obtain a reduced-fare season ticket from transport companies.

All children enrolled in public or private institutions under contract (primary and secondary up to *terminale* class) who live within a certain distance from the institution are entitled to the season ticket. However, the mileage restriction condition does not apply to pupils in further education classes or adapted general and vocational education classes (SEGPA – see 10.5.8). The season ticket provides a significant reduction on the cost of school transport and may be free of charge depending on local authorities' contribution. This reduction applies to return journeys on school days.

Education code, art. L213-11 and 213-12

## **4.5.3. Rural School**

The French rural environment has four main features:

- A continuing drift from the land and the arrival of a new reverse flow, sometimes described as an urban exodus or "re-ruralisation" with, on the whole, a negative effect on the rural community;
- The development of alternating migrations which today concerns more than a quarter of the working population;
- A huge increase in the socio-economic heterogeneousness of this environment, with fewer and fewer agricultural activities, and more multiple activities, and with both well-off couples and poor families
- A very noticeable change in behaviour and demands on the part of households who resort more and more to arbitration between proximity and quality or diversity of services offered, for example – this has significant repercussions on education strategies.

24% of primary school pupils are currently enrolled in predominantly rural areas.

Rural schools have developed a number of strategies to break away from isolation or to open up, such as:

- Network teaching (see 4.5.1.)Resorting to *Technologies d'Information et de Communication Educatives* (Educative Information and Communication Technology or TICE), sometimes more advanced and more in-depth than their urban counterparts;
- Development of medium- or long-term partnerships with outside partners: nature reserves, associations, etc.

## 4.6. Admission Requirements and Choice of School

All children of 6 years old begin by compulsory elementary school: there are no requirements with regards to maturity. On the other hand, children going to nursery school and who, according to their teachers, are in a great deal of difficulty, may be held back for a year in nursery school once their cases have been examined by a special committee. This committee takes into account the opinion of the school, parents, a psychological examination of the child and, if necessary, the opinion of doctors or specialists who have some dealings with the child (speech therapist, counsellor, psychotherapist, etc.). There are very few cases in which the child is kept back (mostly handicapped children).

If the child is a pupil of his local nursery school, this school often takes care of transferring the file. In other cases, the admission requirements are the same for elementary school and nursery school (see Section 3.6. in Chapter 3)

School sectors for nursery and elementary schools are determined by municipalities. In order to know where to register a child for school, parents should contact the mayor of the municipality in which they live or, in Paris and other big towns which are divided into arrondissements, they should contact the town hall of the arrondissement in which they reside. In municipalities with several schools, the child must go to the school situated in the sector determined by local bye-laws.

If parents wish to send their child to a school outside their sector, they must, within the municipality in which they reside, send a request to the mayor of the municipality for dispensation from the school sector or, in a different municipality from the municipality in which they reside, send a request to the mayor of the municipality of the desired school who can, in certain cases, render the child's admission subject to the authorization of the mayor of the municipality in which the parents reside.

## 4.7. Financial Support for Pupils' Families

In state schools, education is free; in private schools, parents have to pay school fees. In addition, parents pay for the following:

- In all cases: insurance costs, after-school care and school meals. School insurance is not compulsory. Highly recommended for school activities which are part of the schedule, it is compulsory when pupils take part in optional activities. As far as school meals and after-school care are concerned, municipalities may apply a sliding scale of charges depending on the families' income;
- In some cases, costs of individual school supplies, including books, when the municipality does not pay for them.

Direct financial allowances and indirect financial allowances exist.

Direct financial allowances are:

- The 2009-2010 school year allowance (ARS, paid by the Family Allowances Fund according to resources):
  - for 5 to 10 year-olds: €280.76;
  - for 11 to 14 year-olds: €296.22;
  - for 15 to 18 year-olds: €306.51.
- A financial allowance paid by the Family Allowances Fund to families whose resources do not exceed a certain ceiling;

Indirect financial allowances are:

- School transport grants paid in certain rural areas by territorial authorities, considered indirect financial allowances;
- The supply of school books and possibly part of the individual school supplies by municipalities.

As at the pre-elementary level, there are no Government Education grants for pupils in elementary school. However, it is possible to obtain aid from certain municipalities and, under certain conditions, the State pays a school attendance grant to children who have the right to a school allowance.

Direct costs paid by families for their children in elementary school are as follows:

- **Canteen:** approximately 60 € per month in state schools and 100 € per month in private schools. Municipalities pay for a portion of canteen expenses for meals taken by children in state schools. The full cost of school meals taken by children in private schools is paid by their parents, and, in this case, there is very little difference in costs per region or per school. The price of the canteen sometimes exceeds the price of schooling.
- **After-school care or supervised studies** – 15 € to 23 € per month. Many parents use the morning care centre if it exists or the evening care centre, which is often on offer. In primary schools, the care centre is replaced by supervised studies.
- **Extracurricular activities:** on an average, 76 € to 90 € per year and per activity. They replace supervised studies or the care-centre. Municipalities can sometimes cover a portion of the bill; sometimes, they simply provide the associations with supervisors or teachers or, sometimes, school premises.

## 4.8. Age Levels and Grouping of Pupils

The grouping of pupils according to their level has been a part of the organization of school in long term cycles since 1989. Elementary school covers the "basic learning" cycle which, beginning in nursery school, continues over the two first years of elementary school and the "skills enhancement" cycle which takes place over the last three years of elementary school. The setting up of these cycles has met the concern for adapting teaching to the learning rhythms of pupils. In this perspective, variations in teaching organization may be introduced in order to implement a teaching method best adapted to the success of each pupil. Three types of organization can be envisaged:

- The distribution into group-classes according to age: in this case, the teacher must fully assume the heterogeneity of his class which must be managed in the same way as a class of several levels according to skills already acquired and the needs of the children. This method of organization involves strong coordination and team work among teachers of the same cycle in order to ensure the continuity needed for the education and the regularly assessed progression of the pupils in this cycle and, if necessary, in order to plan an extension or a reduction in the duration of cycles for certain pupils.
- The distribution of group-classes according to level: in this case, the teacher may be responsible for a group of children for the full duration of the cycle or for a school year.
- Exchange of teaching services and decompartmentalization: in this case, in order to take into account the rhythm and the level of the pupils, it is possible to organize groups for certain disciplines, on the basis of exchange of services and skills among teachers. On the one hand, the pupil keeps a teacher and a group-class as a reference during part of the school time, and on the other hand, he benefits from teaching methods adapted to his own learning rhythm.

## 4.9. Organisation of School Time

In France, Article L. 521-1 of the Education Code determines the principles applied to drafting the school holiday calendar: it determines the length of the school year to "at least 36 weeks, divided into five working periods, of equal lengths, separated by four periods of class holidays" and stipulates that the school holiday calendar for primary and secondary schools be decided by the Minister of Education for a period of three years. It also provides for certain adaptations "according to local situations".

The *académies* are divided into three holiday zones (A,B,C).

- *Zone A* includes the *académies* of Caen, Clermont-Ferrand, Grenoble, Lyon, Montpellier, Nancy-Metz, Nantes, Rennes, Toulouse
- *Zone B* includes the *académies* of Aix-Marseille, Amiens, Besançon, Dijon, Lille, Limoges, Nice, Orleans-Tours, Poitiers, Reims, Rouen, Strasbourg
- *Zone C* includes the *académies* of Bordeaux, Créteil, Paris and Versailles

### 4.9.1. Organisation of the School Year

Source: ministry of national Education

#### **2009-2010 SCHOOL YEAR**

Area A		
Teachers' start date	Tuesday 1 <sup>st</sup> September 2009	
Pupils' start date	Wednesday 2 September 2009	
All Saints holiday	Saturday 24 October 2009	Thursday 5 November 2009
Christmas holiday	Saturday 19 December 2009	Monday 4 January 2010
Winter holiday	Saturday 13 February 2010	Monday 1 <sup>st</sup> March 2010
Spring holiday	Saturday 10 April 2010	Monday 26 April 2010
Summer holiday	Friday 2 July 2010	Thursday 2 September 2010
Area B		
Teachers' start date	Tuesday 1 <sup>st</sup> September 2009	
Pupils' start date	Wednesday 2 September 2009	
All Saints holiday	Saturday 24 October 2009	Thursday 5 November 2009
Christmas holiday	Saturday 19 December 2009	Monday 4 January 2010
Winter holiday	Saturday 6 February 2010	Monday 22 February 2010
Spring holiday	Saturday 3 April 2010	Monday 19 April 2010
Summer holiday	Friday 2 July 2010	Thursday 2 September 2010
Area C		
Teachers' start date	Tuesday 1 <sup>st</sup> September 2009	
Pupils' start date	Wednesday 2 September 2009	
All Saints holiday	Saturday 24 October 2009	Thursday 5 November 2009

Christmas holiday	Saturday 19 December 2009	Monday 4 January 2010
Winter holiday	Saturday 20 February 2010	Monday 8 March 2010
Spring holiday	Saturday 17 April 2010	Monday 3 May 2010
Summer holiday	Friday 2 July 2010	Thursday 2 September 2010

Holidays start after class, teachers and pupils return to school the morning of the day indicated.

#### 4.9.2. Weekly and Daily Timetable

As of the beginning of the 2008-2009 school year, the school week is made up of a maximum of 24 teaching hours – cancellation of two teaching hours per week corresponding with Saturday morning classes. The organisation of the school week is based on a four-day week (Monday, Tuesday, Thursday, Friday) with six teaching hours every day. Upon proposal of the school council and decision of the *inspecteur d'académie*, director of the national Education departmental services, adaptations are possible. In particular, the week can be divided into 9 half-days, from Monday to Friday with no class on Saturday morning.

A school day cannot exceed 6 hours and is generally broken down into morning and afternoon sessions with a break in between. Adaptations are however possible.

The new organisation of school time enables each child needing it to benefit from two hours of personalised help each week provided by a teacher, in addition to the 24 teaching hours. The objective of this new timetable is to significantly reduce the number of pupils leaving primary school with a below average educational result. The implementation of this objective requires a balance between the number of hours dedicated to common learning and the time devoted to supporting pupils experiencing difficulties. Teachers, while respecting educational freedom, can put in place innovative organisations, as part of staggered timetables for example.

All these measures are the object of ministerial orders. In particular, an order stipulates the allocation of teaching hours for each group of disciplines, with a minimal and maximal number of hours for each group, which enables teachers to adapt their teaching in accordance with the level, specific rhythms or potential difficulties of the pupils concerned.

School opening hours fall within the competence of the *inspecteur d'académie* (article D.521-14 of the education code). The mayor can, after consulting with the school authority in charge, modify the opening and closing hours of the education institutions due to local circumstances (article L 521-3 of the education code). Classes generally start between 8:00 a.m. and 9:00 a.m. and finish between 4:00 p.m. and 5:00 p.m. (before supervised study). The midday break is either 1.5 hours or 2 hours long.

### 4.10. Curriculum, Subjects, Number of Hours

Primary school provides pupils with basic elements and tools of knowledge: oral and written expression, reading, mathematics. It enables them to exercise and develop their intelligence, sensitivity and manual, physical and artistic capabilities. School enables pupils to develop their awareness of time, space, objects of the modern world and their own bodies. It allows for the gradual



acquisition of methodological knowledge and prepares pupils for their education in [collège](#) under the right conditions.

#### Primary Primary education programmes

##### 4.10.1. Subjects and number of hours

##### 4.10.1.1. Timetable for Cycle 2 - Fundamental learning cycle, CP and CE1

Discipline	Annual number of teaching hours	Weekly number of teaching hours
• French	360 hrs	10 hrs
• Mathematics	180 hrs	5 hrs
• Physical education and sport	108 hrs	9* hrs
• World discovery	81 hrs	9* hrs
• Modern language	54 hrs	9* hrs
• Artistic practice and art history	81 hrs	9* hrs
• TOTAL	864 hrs	24 hrs

\* This weekly timetable depends on the teachers' educational project, in accordance with the annual hours determined for each discipline.

##### 4.10.1.2. Timetable for Cycle 3 - Skills enhancement cycle, CE2, CM1 and CM2

Discipline	Annual number of teaching hours	Weekly number of teaching hours
• French	288 hrs	8 hrs
• Mathematics	180 hrs	5 hrs
• Physical education and sport	108 hrs	11* hrs
• Experimental sciences and technology	78 hrs	11* hrs
• Modern language	54 hrs	11* hrs
• Humanistic culture		
• - artistic practice and art history**	78 hrs	11* hrs
• - history-geography-civic and moral education	78 h	11* h
• TOTAL	864 h	24 h

\* This weekly timetable depends on the teachers' educational project, in accordance with the annual hours determined for each discipline.

\*\* There are 20 hours dedicated to art history each year, which covers all disciplines.

## 4.10.2. Study Programme

### **1) Fundamental learning cycle (CP, CE1)**

The end of the fundamental learning cycle is the first step in the acquisition of the common foundation (see 5.4.). Learning how to read and write and the French language, knowledge and understanding of numbers, writing in figures (decimal notation) and calculus of small quantities constitute the priority objectives of the CP and CE1 classes. The acquisitions in these domains are under constant scrutiny regardless of the activity carried out. Physical education and sport plays an important role in the educational activities of this cycle. The initial scientific education, initial notions of history and civic education guarantee the necessary openness to the world and construction of a culture common to all pupils. Artistic education is based on a practice which encourages pupils to express themselves and on direct contact with works of art for an introduction to art history.

#### **Command of language and the French language**

In CP classes, learning how to read requires the deciphering and identification of words as well as the progressive acquisition of the knowledge and skills necessary to understand texts. The alphabetical code must be taught systematically from the beginning of the school year. The simultaneous process which consists of learning how to read and write words, sentences, texts is reinforced throughout the cycle. This learning process is based on the verbal language and vocabulary acquisition; it is accompanied by an initiation to grammar and spelling. Pupils progressively learn cursive script: writing while taking into account spelling, the connections between letters, accents, spaces between words, punctuation, capital letters. They can use the computer: writing using the keyboard, use of an electronic dictionary.

#### **Mathematics**

The teaching of mathematics develops the rigour and accuracy as well as reasoning skills.

The knowledge of numbers and calculus constitutes the primary objective of CP and CE1 classes. Problem solving is a progressive learning process and helps understand the meaning of operations. The simultaneous and regular practice of mental arithmetic is essential.

Pupils progressively use standard representations: tables, charts.

#### **Physical education and sport**

Physical education aims at developing the skills required for motor activities and is an initiation to physical, sport and artistic activities. It develops a sense of effort and perseverance while fulfilling the need and desire to move. The activities are organised over the two years of the cycle by using local resources, i.e.:

- Athletic activities;
- Swimming;
- Traditional and collective games with or without a ball;
- Dance and gymnastics.

#### **Modern languages**

In the *cours préparatoire*, initiation to modern language is a verbal process. As early as the CE1 class, the teaching of a language combines the verbal and written form by focusing on understanding and

verbal expression. The learning of modern languages requires regular practice and memory training from an early stage.

### **Discovering the world**

In CP and CE1 classes, pupils' access to knowledge is facilitated by their reading and mathematical skills. They develop temporal and spatial references, knowledge of the world and are familiar with the corresponding vocabulary. Pupils start developing the skills required for the Computer and Internet certificate (*Brevet informatique et internet*, B2i, see 5.17.1.2.). They discover and use basic computer functions.

They use time identification and measurement tools: calendar, clock.

Pupils discover and memorise references more distant in time: certain dates and characters from French history; they become aware of lifestyle evolutions.

CP and CE1 classes carry out an initial identification of life's characteristics: birth, growth and reproduction; animal nutrition and diet. Pupils learn a few personal and collective health and safety rules.

### **Artistic practice and art history**

Artistic sensitivity and expression are accompanied by the use of a specific vocabulary which enables the pupils to express their feelings, emotions, preferences and tastes. Initial contact with works of art encourages them to observe, listen, describe and compare, i.e.:

- Visual arts: plastic arts, cinema, photography, design, digital arts etc.
- Musical education: attention to tone and rhythm accuracy, breathing etc.

### **Civic and moral education**

Pupils learn the rules of good manners and behaviour in society. They progressively acquire a responsible attitude and become more autonomous by:

- Familiarising themselves with moral principles;
- Implementing the rules of collective life: use of the *vous* or polite forms;
- Learning basic health and safety notions: pupils are made aware of the risks associated with the Internet; they are given adapted information on the different forms of mistreatment;
- Learning how to recognise and respect emblems and symbols of the Republic: the Marseillaise, tricolour flag, Marianne bust, "Liberty, Equality, Fraternity" motto etc.

## **2) Skills enhancement cycle (CE2, CM1, CM2)**

In line with the first years of elementary school, the command of the French language and of the principal mathematical elements are the primary objectives of CE2 and CM classes. However, all disciplines contribute to the acquisition of the common foundation of knowledge and skills.

The use of ICTE (information and communication technology for education) is becoming a standard part of the computer and Internet certificate. Pupils are preparing for *collège* with the teaching of the different disciplines.

### **French**

Making sure all pupils are capable of expressing themselves accurately and clearly in both verbal and written form is primarily the responsibility of French classes but involves all disciplines.

The study of the French language (vocabulary, grammar, spelling) involves specific sessions and activities. It is carried out by highlighting the links between expression, comprehension and correction of the written word. Handwriting is a daily practice as is regular dictation work.

The objectives in terms of reading are:

- automatic word recognition, the ease of reading irregular and rare words;
- increase in the speed and efficiency of silent reading;
- sentence comprehension;
- comprehension of school texts (problem formulation, instructions, textbook lessons and exercises);
- comprehension of informative and documentary texts;
- comprehension of literary texts (stories, descriptions, dialogues, poems).

Furthermore, the literature programme aims at providing each child with a list of references adapted to his/her age, derived from the literary heritage and traditional and modern children's literature. Specific sessions and activities are organised to broaden and structure pupils' vocabulary, notably based on intentionally selected text supports.

Pupils progressively acquire grammatical vocabulary: sentence, word categories, word functions, verbs, agreements, propositions, grammatical and lexical spelling.

## **Mathematics**

From CE2 to CM2 classes, in the four programme domains, pupils enhance their knowledge, acquire new tools and continue to learn how to solve problems. They reinforce their mental arithmetic skills. The command of the principal mathematical elements helps them act in day-to-day life and prepares them for the upcoming *collège* studies.

The organised study of numbers continues up to one billion but higher numbers can be examined. The following elements are studied:

- Natural integers;
- Decimal numbers and fractions;
- Mental arithmetic;
- Written calculation: command of an operation technique for each of the four operations;
- Calculation using a calculator.

In addition, geometry teaching must enable pupils to progressively switch from the perceptive recognition of objects to a study based on the use of drawing and measurement instruments.

Pupils must appropriate the following notions:

- Lengths, masses and volumes;
- Surface areas;
- Angles;
- Time identification;
- Durations;
- Currency;
- Problem solving.

## **Physical education and sport**

The objective of physical education and sport is to develop motor capabilities and the practice of physical, sporting and artistic activities. It contributes to health education by enabling pupils to improve knowledge of their body, and to safety education via controlled risk taking. It encourages responsibility and autonomy by providing pupils with moral and social values (compliance with rules, self-respect

and respect of others). These activities are organised over the three years of the cycle by using local resources, i.e.:

- Athletic activities;
- Swimming;
- Team sports (such as handball, basketball, football, rugby or volley-ball);
- Wrestling games;
- Racket games;
- Dance and gymnastics.

### **Modern language**

At the end of the CM2 class, pupils must have acquired the skills necessary for basic communication defined by the A1 level of the *Common European Framework of Reference for Languages* which constitutes the fundamental reference for the teaching, learning and evaluation of acquired skills in modern languages.

### **Experimental science and technology**

The objective of experimental sciences and technology is to understand and describe the actual world, that of nature and that built by man, to act upon it and control the changes generated by human activity. Their study helps the pupils understand the difference between facts and verifiable assumptions on the one hand and opinions and beliefs on the other. Observation, questioning, experimentation and argumentation, for example in conjunction with the hands-on experience (an approach focused on the development of knowledge via exploration, experimentation and discussion) are crucial for achieving these goals.

The themes to be explored are:

- The sky and the Earth;
- Matter;
- Energy;
- Unity and diversity of living organisms;
- Functioning of living organisms;
- Functioning of the human body and health;
- Living organisms within their environment;
- Technical objects.

### **Humanistic culture**

Humanistic culture opens pupils' minds to diversity and evolution of civilisations, societies, territories, religious facts and arts; it allows them to acquire temporal, spatial, cultural and civic references.

### **History and geography**

History and geography provide common temporal and spatial references to begin to understand the unity and complexity of the world.

History is taught in a chronological order by means of stories and the observation of certain heritage documents. The idea is not to tackle all aspects of the programme themes (prehistory, Antiquity, Middle Ages, modern times, the French Revolution and the 19<sup>th</sup> century, the 20<sup>th</sup> century and our time) but only to ensure that pupils are familiar with the characters or events epitomising each of these periods.

The objectives of the geography programme are to describe and understand how man lives in and develops his territories. The subjects studied are primarily on a local and national scale; they aim at identifying and examining the main characteristics of France's geography in a European and international context. The regular study of the globe, maps and landscapes is necessary.

### **Artistic practices**

Individual or collective artistic practices develop the aesthetic sense and encourage expression, reflective creation, controlled gestures and the acquisition of work methods and techniques. They are supported, as part of art history, by a sensitive and reasoned examination of works of art considered in chronological order.

### **Standard information and communication techniques**

The digital era requires the reasoned use of computers, multi-media and the Internet. From the beginning of primary school, a responsible attitude with regard to the use of these interactive tools must be adopted. The programme of the skills enhancement cycle is organised based on five domains set out in the regulatory texts defining the B2i:

- familiarise oneself with a computerised working environment;
- adopt a responsible attitude;
- create, produce, process, use data;
- search for information, research;
- communicate, exchange.

### **Civic and moral education**

Civic and moral education gives pupils the chance for a better integration into the class and school community at a time when their personality and independence are asserting themselves, and to understand the links between personal freedom and the constraints of social life.

Civic education allows pupils to identify and understand the importance of values, founding texts, symbols of the French Republic and European Union, in particular the Declaration of Human Rights.

The following subjects are examined:

- Self-esteem: good manners and civility, safety rules, first aid, basic road safety rules;
- Importance of the rules of law in the organisation of social relationships;
- Basic rules of public life and democracy: election, Parliament, government, social protection;
- Fundamental elements of the French nation: territory, unification stages, rules governing the acquisition of nationality, national language;
- The European Union and the French-speaking world: European flag and anthem, cultural diversity, French-speaking community.

## **4.11. Teaching Methods and Materials**

[National programmes](#) and instructions are compulsory for all teachers and all schools. They are specific and detailed in terms of objectives and content to be taught while remaining open in terms of method so as to strictly comply with the principle of educational freedom stipulated in the framework and programme Law for the future of School.

It is incumbent upon the teachers and school team to resolutely embrace this freedom. The teacher's role is to help his/her pupils achieve the objectives set out in the national programmes and advances: it is up to the teachers to choose the methods best adapted to the individual characteristics and specific needs of their pupils. *Professeurs des écoles* cannot content themselves with simple execution: based on national objectives, they must invent and implement educational situations which will enable their pupils to succeed in the best possible conditions.

## 4.12. Pupil Assessment

In pre-primary school, pupils acquire knowledge and skills which will be used to support elementary school education. This is why an assessment of the skills acquired in pre-primary school, with reference to national programmes, is carried out at the end of the *grande section* year and attached to the "school record book".

In elementary school, periodic "test" assessments are organized by the teacher(s) during each cycle to test the pupils' knowledge. These assessments do not use standardised national tests. They are based on traditional tools such as written homework, lessons to be tested etc.

These periodic evaluations feature in the "school record book" (see 4.2.) which describes the pupil's primary education curriculum and recording the skills acquired with a view to [collège](#) enrolment. This record book is used to keep parents regularly informed of the progress of their children and to organise information exchanges between primary and secondary education teachers so as to ensure teaching continuity.

The school record book includes the following elements (circular no. 208-155 of 24 November 2008):

- The periodic evaluation documents used in school to regularly monitor the pupil's progress in every school year;
- The results, in French and mathematics, of the national CE1 and CM2 evaluations;
- The attestations that the knowledge and skills required in CE1 and CM2 classes have been acquired, with reference to national programmes.
  - At the end of the fundamental learning cycle (CE1), these attestations relate to:
    - command of the French language;
    - principal elements in mathematics;
    - social and civic skills;
  - At the end of the skills enhancement cycle (CM2), these attestations relate to:
    - command of the French language;
    - knowledge of a modern foreign language;
    - principal elements in mathematics and scientific and technological culture;
    - command of standard information and communication techniques;
    - humanistic culture;
    - social and civic skills;
    - autonomy and initiative.

- First aid and road safety attestations;
- When relevant, modern language skills attestations;
- Propositions made by the teacher council and decisions made at the end of the school year with regard to the conditions of the continuation of education.

At the end of elementary school, the school record book is given to the parents. The elements relative to the acquisition of knowledge and skills in CM2, the results obtained in national CM2 evaluations as well as the attestations are passed on to the *collège* where the pupil is enrolled.

Attestations that the knowledge and skills of CE1 and CM2 classes have been acquired, are established for each pupil, in each of the three key stages, at the end of the CE1 class (end of the second compulsory school year), during the CM2 year (end of primary school) and *troisième* class (end of *collège*), with reference to national programmes taking into account the major skills of the “common foundation” (see 5.4.).

## 4.13. Progression of Pupils

The progression of a child in each cycle is determined on proposal of the teacher by the cycle teacher council. After having examined the situation of each child, the council of cycle teachers formulates its advice concerning the child’s passage from cycle to cycle and the length of time spent by the child in each cycle: the latter can be prolonged and reduced by a year according to the learning rhythm of the child.

The [directeur de l'école](#) informs the parents of the proposals made. The parents can then challenge these within a time limit of 15 days, by putting together an appeal to the [inspecteur d'académie](#), manager of the National education departmental services, who will take the final decision.

Elementary school has seen quite a regular core of pupils taking the year again over the past forty years. Carried throughout the 1970s and the 1980s by the generalisation of pre-school, this development has continued with the implementation of a cycle policy in school, which introduces more flexibility in the management of school organisation and enables the teacher to better respond, in time, to the progress and knowledge difference of the pupils they receive.

It also reflects the results of educational policies aimed at limiting the number of repeated years in elementary school.

## 4.14. Certification

There is no exam marking the end of elementary school and determining progression into the next class and the orientation of the lower secondary education. All students have the right to go straight into *6ème*, except in the event of the relevant teacher objecting. At the age of 12, all pupils must leave primary school education and must then be registered in a [collège](#), whatever their level may be. There is no document certifying the end of their elementary school education.



## 4.15. Educational Guidance

Appropriate pedagogies, personalised aid, specialised help and teaching adapted to specific educational requirements are set up to help respond to the needs of pupils in difficulty, sick or disabled pupils. Depending on the problem in hand and its degree of difficulty, these interventions can be carried out by the pupil's class teachers, by specialised teachers or by specialists outside of the school. They can take place during all or part of the school week. They result, if need be, in education or adaptation grants being handed out when the children follow extra classes or additional rehabilitation paid for by the family.

The reader is asked to consult chapter 10. for any questions relating to special education given to children for who serious handicaps makes implementing specific pedagogical practices essential.

For children who have just arrived, that is to say children who have not been educated in France the previous school year, there are also *classes d'initiation* (CLIN or basic learning classes) or *cours de rattrapage intégré* (CRI or integrated remedial classes). The CLIN welcome either pupils who do not speak French, or pupils who do but have recently arrived from abroad and whose common characteristic is not being able to command the French language to a sufficient degree to be able to follow ordinary classes at the education level corresponding to their age and their knowledge. The objective of these classes is to allow full insertion of pupils into the normal curriculum and this as quickly as possible, in other words following a year of education or two years maximum for children who have arrived in the middle of the school year. Finally these classes, which include an additional dose of French in the schedule, have to operate with open structures and have to consequently propose common classes with the other pupils, notably starting with arts teaching, technology, physical and sports education.

The *cours de rattrapage intégré* (CRI) regroup pupils educated in ordinary classes for approximately 7 to 8 hours of French classes within the framework of a normal weekly schedule.

## 4.16. Private Education

In its judgement of 23 November 1977, the French Constitutional Council considered that teaching freedom was part of the fundamental principles recognised by the laws of the Republic.

Three fundamental laws define the legal status of private education institutions: the Goblet law of 30 October 1886 relative to primary education; the Falloux law of 15 March 1850 on secondary education; the Astier law of 25 July 1919 on technical education.

Law no. 59-1557 of 31 December 1959, known as "Debré law", defined the current relationships between the State and private education institutions, instituting a certain balance. The law does not recognise "private institutions" as such, only a plurality of institutions.

The rules governing the creation of a private education institution are the same as for primary and secondary institutions. French people or residents of the member states of the European Union or European Economic Area have a duty to register the creation of a private institution with the relevant authorities. Other foreign nationals must obtain an authorisation, issued on the basis of the opinion of the Academic Council of national Education.

Furthermore, all private institutions, regardless of the nature of their relationship with the State, are subject to inspection procedures:

- The inspection of private institutions not under contract with the State is limited to the certificates required of principals and teachers, schooling obligation, compulsory education, compliance with public order and morality, health and social promotion. The inspection of the content of compulsory education was reinforced by the law no. 98-1165 of 18 December 1998.
- The inspection is more comprehensive for institutions under contract: it relates to the compliance with education programmes and schedules as well as strict compliance with pupils' freedom of conscience. Teachers are also subject to educational grading. Private institutions under contract are also submitted to financial and administrative control.

All private education institutions can obtain public funds under the conditions stipulated by law. Nevertheless, certain provisions are applicable to all private education institutions: local authorities are not entitled to finance private schools. *Départements* and regions are authorised to grant premises and/or a limited subsidy respectively to *collèges* and general education classes of *lycées*.

For private education institutions under contract, according to law no. 59-1557 of 31 December 1959, the State is responsible for the payment of the teaching staff, social security and tax charges incumbent upon the employer as well as teachers' initial and continuing training expenses. Local authorities participate in the practical functioning of the classes under contract in the form of lump sums. For secondary education institutions under association contracts, financial contribution of *départements* and regions is compulsory.

## 4.17. Organisational Variations and Alternative Structures

As for pre-elementary education, the organisation of elementary education poses specific problems in rural zones. Various types of inter-municipal pedagogical groups are set up:

- dispersed pedagogical regrouping: the different levels of education are distributed amongst the municipal schools in question;
- concentrated pedagogical regrouping: all pupils of a number of municipalities are regrouped in a school of a municipality chosen because of the quality of its facilities, of the surrounding populations and its localisation;

Furthermore, there is also a *Centre national d'enseignement à distance* (CNED or National distance learning centre) which gives out education based on modern communication technologies, notably aimed at the basic learning school population which is unable to follow education in institutions.

National Centre for Distance Learning (CNED)

## 4.18. Statistics

The increasing number of primary school pupils in metropolitan France and overseas *départements* was confirmed at the beginning of the 2008 school year, as 4,062,200 pupils were enrolled in CP to CM2 classes, i.e. 14,900 more (+0.5%) than in 2007. These figures were up 0.6% in 2007 and 1.4% in 2005.

Private education accounted for 578,100 pupils at the beginning of the 2008 school year, i.e. 14.2% of the pupils enrolled in elementary education in metropolitan France and overseas *départements*. A slight decrease in the number of private education pupils is observed (-0.2%). However, the proportion of pupils in private education in relation to those in public education has remained roughly unchanged for several years (14.3% in 2007 and 2006).

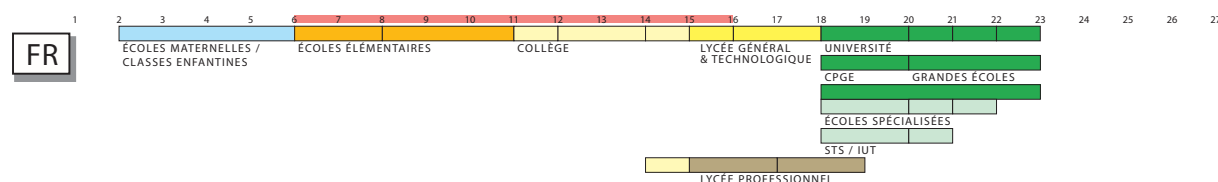
At the beginning of the 2008 school year, girls represented respectively 48.8% and 48.5% of the number of pupils in public and private elementary classes. As the ratio of girl/boy births is approximately 49/51, girls are slightly in the minority in primary education.





















At the beginning of the 2008 school year, there were 37,075 public elementary schools and 5,336 private elementary schools in metropolitan France and overseas *departments*, which reflects a stabilisation of the number of public and private elementary schools (respectively 0.5% and 0.1%).

Repères et références statistiques sur les enseignements, la formation et la recherche

## 5. Secondary and post-secondary non-Tertiary Education

### Organisation of the education system in France, 2009/10



 Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	 Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
 Primary – ISCED 1	 Single structure (no institutional distinction between ISCED 1 and 2)
 Lower secondary general – ISCED 2 (including pre-vocational)	 Lower secondary vocational – ISCED 2
 Upper secondary general – ISCED 3	 Upper secondary vocational – ISCED 3
 Post-secondary non-tertiary – ISCED 4	
 Tertiary education – ISCED 5A	 Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
 Compulsory full-time education	 Compulsory part-time education
 Part-time or combined school and workplace courses	 Additional year
 Compulsory work experience + its duration	 Study abroad

Source: Eurydice.

#### CCollège programmes for the new 2009 school year

#### Ministry of National Education

Secondary education takes place over a seven-year period, from *sixième* to *terminale*. It is broken down into two levels: first-level secondary education (4 years), provided in *collège*, and upper secondary education (3 years), provided in *lycée* (general and technological education *lycée* and vocational *lycée*).

The *collège* is divided into three cycles:

- 1) the adaptation cycle (*sixième* class);
- 2) the central enhancement cycle (*cinquième* and *quatrième* classes);
- 3) the orientation cycle (*troisième* class).

The *lycée* includes two cycles:

- 1) the determining cycle (*seconde* class);
- 2) the final cycle (*première* and *terminale* classes).

## 5.1. Historical Overview

Secondary education had been exclusively masculine from the start: once again, Jules Ferry can be cited as playing a key role in bringing change to the system, creating secondary public education for girls through the law of 21 December 1880 (called the Camille Sée law). However, secondary education remained very elitist for a considerable period of time, reserved to a small number of girls generally of high social standing.

Between the two World Wars, several reforms were undertaken that served to "democratise" the school system: definition of the status of technical education (Astier law of 27 July 1919), extension of free education to the secondary level, extension of mandatory education to the age of 14 and most importantly, in 1936, the Jean Zay reform harmonised education at the primary level, where all children were accepted, with secondary school education.

These efforts were carried out under the Fourth Republic (1946-1958), but it was only with the arrival of the Fifth Republic, starting in 1960, that secondary education truly became democratic, as the upper age for mandatory education was increased from 14 to 16 years of age, as decided in 1959 and really put into application in 1967.

The Berthoin reform (January 1959) not only increased the upper age for mandatory education, but also reorganised second-level education. Though it did not attempt to create the "*école unique*" (one school) envisioned by the post-WWII Langevin-Wallon project, the reform did seek to decompartmentalise education and make secondary education accessible to a greater number of children. Faced with the "explosion scolaire" (huge increase in school enrolment) provoked by society's increasing demand for education and demographic growth, the Fouchet ministry created in 1963 a new type of secondary-education establishment for children aged 11-12 known as the *collège*.

The last step in the democratisation process was the Haby law of 11 July 1975, which created the "single *collège*" for all children graduating from elementary school; there is no longer an initial orientation stage at the end of primary education.

In addition, efforts to renovate and develop technological and professional training programmes began in 1985 with the modernisation of training curricula, development of relations between schools and companies through in-company educational activities, increase in the number of twin-cities partnerships and creation of the professional *baccalauréat*. The five-year law on work, employment and professional training of 1993 acknowledged that national education has the responsibility of assisting pupils in the transition to professional life. Article 54 of the 1993 law states that "all young people have the right, regardless of the level of education achieved, to professional training before leaving the school system."

In 2005, the objectives of compulsory education (which also includes *collège* and the first year of *lycée*) were renewed by the framework and programme law for the future of school (23 April 2005). The primary objective of this education is that all pupils acquire a common foundation of knowledge and skills, defined by this law. This foundation includes all cultural and civic abilities considered necessary for a successful education career, the continuation of the training process, the development of one's personal and professional future and successful integration into society. Its introduction in secondary education has resulted in significant change, affecting in particular: *collège* programmes – which were redefined based on the common foundation of knowledge and skills – and the national *brevet* diploma (which validates the education received at the end of *collège*), which itself was redefined in accordance with the foundation. The law of 2005 also modifies provisions relative to school education institutions (schools, *collèges* and *lycées*): it stipulates that each institution must have a school project (defining the specific procedures for the implementation of national objectives and programmes) and a pedagogical council, the purpose of which is to promote the coordination of the courses, marking and evaluation of school activities.

## 5.2. Ongoing Debate and Future Developments

The 2009-2010 is characterised by the extension of the *collège* and vocational *lycée* reforms launched in 2008 ( 5.2.1.; 5.2.2.; 5.2.3.; 5.2.4.) as well as the development of the reform of general and technological education *lycées*, which will come into force at the beginning of the 2010 school year ( 5.2.5.).

### 5.2.1. Implementation of new college programmes at the beginning of the 2009 school year

New programmes, published in the special BOEN edition no. 6 of 28 August 2008, were implemented in *collège* at the beginning of the 2009 school year:

- in French and history-geography-civic education in *sixième* classes;
- in mathematics, physics-chemistry, life and Earth sciences and technology, physical education and sport and plastic arts and music education, in all classes.

This corresponds with the need to take into account the common foundation of knowledge and skills and guarantee continuity with primary school programmes in place since the beginning of the 2008 school year (see 5.13.1.).

### 5.2.2. Extension of the evaluation of the common foundation of knowledge and skills to all *collèges*

From the beginning of the 2009 school year, the evaluation of the acquisition of the common foundation of knowledge and skills ( 5.4.) is extended to all *collèges*. All *troisième* pupils are given a knowledge and skills booklet listing the seven skills of the common foundation (see 5.15.1.).

From the 2011 school year, the national diploma awarded at the end of *collège* (*brevet*) will integrate this evaluation of the common foundation of knowledge and skills (see 5.17.1.3.).

### 5.2.3. Extension of the trade and training discovery course to all *collèges* and *lycées* at the beginning of the 2009 school year

The so-called “trade and training discovery” course implemented in volunteer institutions in 2008 was extended at the beginning of the 2009 school year. It concerns all pupils from *cinquième* (second year in *collège*) to *terminale* classes in general and technological education *lycées* as well as vocational education *lycées* (see more in 5.18.1.1.).

### 5.2.4. Implementation of the new vocational education organisation

The implementation of the new organisation of vocational education started at the beginning of the 2009 school year (renovation of the vocational curriculum was conducted in 2007-2008).

A major aspect of the renovation is the creation of a 3-year vocational *baccalauréat* (instead of 4). The purpose of this renovation is to raise the level of young people's qualifications, improve their professional integration, enable them to continue studying in higher education and reduce the number of drop-outs without a qualification.

The current organisation of vocational education, as a result of the renovation, is as follows: after the *troisième* class (final year in *collège*), pupils going into vocational education can opt for:

- a vocational training certificate (CAP)
- a vocational *baccalauréat*

- The CAP validates the completion of a two-year course following the final year in *collège*. It attests to an initial level of qualification: a CAP holder is a skilled worker or employee. There are more than 200 CAP specialties in handicrafts, production and services. The primary purpose of this diploma is to prepare for working life. However, it also enables pupils to continue studying and obtain a vocational *baccalauréat* (see also 5.5.3).

- The vocational *baccalauréat* now validates the completion of a three-year course following the final year in *collège*. It can also be prepared in two years following a CAP. It attests to the holder's ability to perform a highly qualified occupation in one of the 70 recognised specialties. The primary purpose of the vocational *baccalauréat* is to prepare for working life. However, as with all other types of *baccalauréat* in France, it also enables young people to enrol in higher education. Approximately one third of vocational *lycée* pupils therefore continue studying in short-term higher education courses and obtain a higher technical qualification (BTS, DUT – see 6.10.1.).

- It should be pointed out that the BEP (certificate of technical education) has been renovated: during the three-year curriculum leading to the vocational *baccalauréat*, young people can now obtain an intermediate certificate, i.e. a renovated BEP or a CAP. Thus, in initial vocational education, the "renovated" BEP can be obtained exclusively during the three years leading to the vocational *baccalauréat*. Four former BEPs were however maintained on a temporary basis at the beginning of the 2009 school year: careers in the healthcare and social sector, driving and services in the road transport sector, food and accommodation industry, dispensing optics (see also 5.5.3). At the beginning of the 2010 school year, only the first two of these BEPs will continue on a temporary basis.

The renovation also stipulates that:

- connections between vocational education and general and technological education as well as between CAP and vocational *baccalauréat* should be facilitated;
- personalised support must be implemented for pupils preparing for a vocational *baccalauréat* which should feature in the timetables in the same way as compulsory courses: 210 hours are dedicated to this support and disseminated over the 84 weeks of the three-year cycle leading to a vocational *baccalauréat* (2 ½ hours a week on average);
- the institutions' autonomy must be improved, notably in terms of timetable organisation and personalised support.

### 5.2.5. Reform of the general and technological education *lycée*

The modification of the organisation of *lycée* studies has been the object of a reflection based on a series of observations and international comparisons. It was necessary to adapt the *lycée* to its era and achieve the objectives determined by the framework law for the future of school of 23 April 2005: 80% of any age category to reach *baccalauréat* level and 50% of any age category with a higher

education qualification. This desired improvement in the level of qualification is in keeping with European recommendations, notably those of the 2000 Lisbon summit.

The reform will apply from the beginning of the 2010 school year in general and technological *seconde* class. It will concern pupils in *première* classes in 2011 and those in *terminale* classes in 2012, both in general and industrial technological sections.

The objectives of the reform of *lycées* are to:

- put an end to the hierarchy between sections to make each of them a fully fledged branch of excellence and improve pupils' preparation for successful higher education;
- reinforce the common culture of all pupils and facilitate the reversibility of orientation choices by instituting a progressive education specialisation between the *seconde*, *première* and *terminale* classes;
- fulfil pupils' needs in a more adapted and diversified manner by giving more responsibility to the institutions and educational teams;
- adapt the *lycée* to the requirements of today's society.

### **A. Put an end to the hierarchy between sections**

The reform of *lycée* aims at improving the balance between courses via a readjustment between the general and technological branches and between the different sections of the general branch.

The framework of the current sections is preserved but their internal organisation and content are renovated. The specific characteristics of each section are better defined with a view to pursuing higher education. Three sections are subject to significant evolutions:

- In the general branch, the Literary section becomes a section of excellence for the learning of modern languages and international development;
- In the technological branch, industrial technological sections ("industrial and sustainable development science and technology", "laboratory science and technology") are overhauled: more multi-faceted, they will offer broader possibilities and a better preparation for higher education.

### **B. Progressive specialisation for more informed and less irreversible choices**

**In general and technological *seconde* classes: help pupils determine their choices without making them definitive.**

The new *seconde* class which will be implemented as of the new 2010 school year is organised to provide a more specific response to the following objectives:

- enable pupils to make their own choices with a view to selecting a *première* section in the general or technological branch;
- provide all pupils with a common culture, notably via the inclusion of a second modern language as part of the compulsory common courses.

Common courses represent 80% of the total number of pupil hours. In addition to these courses, *lycée* pupils have to choose two exploration courses, which enable the discovery of new disciplines and help pupils make an informed choice of a section in the *première* class. These courses are not a pre-requisite to access a determined section.

**Final cycle (*première* and *terminale* classes) of the general branch: broad core curriculum in *première* class and advanced specialisation in *terminale* class.**



The general final cycle is characterised by a progressive specialisation between the *première* and *terminale* classes and improves the definition of each section's specific characteristics. Its three sections (Economic and Social, Literary and Scientific) include common courses and courses specific to each section.

In *première* class, common courses represent 60% of all courses. Conversely, in *terminale* class, specific courses represent nearly 70% of all courses.

**In *terminale* class: specialised courses to improve the definition of the higher education project.**

A course specialising in “law and major issues in the contemporary world” is created in the literary section (L) to provide *baccalauréat* holders with extended higher education possibilities. The currently available specialisations in arts, mathematics, ancient languages, 3<sup>rd</sup> modern language or reinforced language are preserved.

In the economic and social section (ES), a “social and political science” or advanced economics specialisation is introduced in *terminale* class.

In the Scientific section (S), a specialised “computer and digital sciences” course is created alongside existing engineering sciences, physics-chemistry, mathematics and life and Earth sciences specialisations.

**Final cycle of the technological branch: in-depth renovation of the industrial technological sections.**

STI2D (“industrial and sustainable development science and technology”) and STL sections (“laboratory science and technology”) are considerably renovated and their content is modernised to encourage the pursuit of higher technological education.

The STI2D section will be divided into 4 specialties: “technological innovation and eco-design”, “information and digital system”, “energy and sustainable development” and “architecture and construction”.

The STL section will include 2 specialties: “biotechnologies” and “applied laboratory sciences”.

The current “applied arts” specialty of the STI section becomes a fully fledged section: the “design and applied arts science and technology” section (STD2A).

**C. Improve pupils’ orientation and respond to pupils’ needs throughout their *lycée* education**

**Personalised support for all pupils from the *seconde* to *terminale* classes.**

The introduction of two hours of personalised support for all pupils from the beginning of the 2010 school year in general and technological *seconde* classes aims at enabling them to cope with the studying requirements specific to *lycée*, acquire methods to prepare them for higher education and develop their training and orientation project in an informed manner.

Personalised support is the responsibility of the institution's teachers, in particular the head teacher. It is implemented by the educational teams. The organisation of this support is the object of proposals made by the pedagogical council, submitted by the head of the institution for approval by the board of

directors. It is integrated into the pupils' timetable without adding to their workload and will be adapted to the educational choices made in the institutions. It takes into account the pupils' needs via several types of activities:

Regardless of the class level, it provides:

- Support for pupils experiencing difficulties;
- More in-depth knowledge or another approach to the disciplines studied;
- Methodological aid;
- Orientation support

These activities can take the form of inter-disciplinary work.

In *terminale* class, personalised support tends to focus on preparation for higher education: it is primarily based on the specific disciplines of each section.

**In addition, measures have been envisaged to enable each pupil to control their school career and modify their path throughout their *lycée* years.**

These measures will be implemented as of the beginning of the 2010 school year:

- refresher courses to avoid repeats;
- "gateway" courses for possible changes in section or branch;
- a tutorship system will be put in place to help pupils make orientation choices.

#### **D. Adapt *lycée* to its era**

A series of measures will help achieve this objective:

- The learning of modern languages, notably in the verbal expression domain, is reinforced:
  - In all general or technological sections, a 2<sup>nd</sup> modern language is made compulsory;
  - The literary section (L) will include a foreign literature course provided in a foreign language to reinforce professional opportunities abroad.
  - Modern language courses will be provided in skill groups with reference to the Common European Framework of Reference for Languages (CEFR).
  - Each institution will have the possibility of creating at least one partnership with a foreign institution to facilitate trips abroad.

These measures consolidate the opening up of the French education system to Europe and the international stage, in cohesion with the resolutions of the Lisbon (2000) and Copenhagen summits (2003).

- The access of all pupils to culture is facilitated by the standardisation of partnerships between *lycées* and cultural institutions, the creation of a "cultural coordinator" (a volunteer teacher in charge of coordinating the *lycée's* cultural life) and the encouragement of all initiatives designed to give cultural activities a new lease of life in *lycées*.
- *Lycée* pupils are encouraged to become more responsible so that they can prepare for the transition to higher education and working life. Texts relative to the different forms of expression available to *lycée* pupils (*lycée* newsletter, meetings, associations etc.) are

modernised; the responsibilities assumed in and out of *lycée* become another element for evaluating pupils, recognised as part of a “skills booklet”.

### 5.3. Specific Legislative Framework

As part of the policy of decentralisation and sharing of responsibilities between the State and local authorities, secondary education institutions were given the status of *établissement public local d'enseignement* (local public education institution, EPLE) by the law no. 83-633 of 22 July 1983 which includes, by virtue of article L421-1 of the education code, the *collèges*, *lycées* and special education institutions. The various measures brought about by the change in status in terms of school planning and funding were specified by decree no. 85-924 of 30 August 1985. The sharing of responsibilities means that the State retains its education mission while territorial authorities are responsible for the construction and running of education institutions. After the new decentralisation law of 13 August 2004 (see also 1.2.2.) came into force, the *départements* became the owners and operators of *collèges*, and the regions those of *lycées* (article 84).

Secondary education is subject to the general provisions of the framework law of 1989, which was completed by the framework and programme law for the future of school of 23 April 2005. The education code dedicates title III of its legislative section, part two, book III to secondary education institutions.

The specific provisions relating to the role and operation of *collèges* are stipulated by the following texts:

- Haby law of 11 July 1975 which institutes one *collège* for all pupils;
- Education Code: articles L.332-1 to L.332-6 and D.332-1 to D.332-15 which define the general education organisation in *collège*;
- Decree no. 96-465 of 29-5-1996 defines the organisational procedures of the four *collège* years made up of three cycles implemented as of the beginning of the 1996 school year. It is amended by decree no. 2005-1013 of 24-8-2005 relative to the aid and support provisions for pupil success in *collège*, and by decree no. 2006-533 of 10-5-2006 relative to the grading of everyday school behaviour;
- Order of 29-5-1996 amended by the order of 30 November 2001 and the order of 14-1-2002, which define the organisation of education in *sixième* classes in *collège*;
- Order of 26-12-1996 amended by the order of 14 January 2002 and the order of 6-4-2006, which define the organisation of the education in the central *collège* cycle (*cinquième* and *quatrième* classes);
- Order of 2-7-2004 which defines the organisation of the orientation cycle in *collège* (*troisième* class);
- Decree no. 2006-533 of 10 May 2006 relative to the grading of everyday school behaviour;
- Decree no. 2006-830 of 11 July 2006 relative to the common foundation of knowledge and skills.

The education Code, art. L-311-3, defines the general provisions regarding education programmes. The new *collège* programmes, introduced in all institutions at the beginning of the 2009 school year, are defined by the following texts:

- Order of 9-7-2008 – OJ of 5-8-2008;
- Order of 8-7-2008 – OJ of 5-8-2008;
- Order of 8-7-2008 – OJ of 5-8-2008;
- Order of 15-7-2008 – OJ of 5-8-2008;
- Order of 9-7-2008 – OJ of 5-8-2008.

The current organisation of education in general and technological education *lycées* was redefined in 1993 for technological sections and in 1999 for general sections. Since then, upper secondary education (vocational, general and technological) has been the object of two reforms: one concerning the vocational *lycée* (which came into force in 2009) and the other concerning the general and technological education *lycée* which will be implemented as of the beginning of the 2010 school year.

The main texts defining the reform of the vocational *lycée* are as follows:

- Decree no. 2009-148 of 10/02/2009 on the organisation of the vocational branch;
- Decree no. 2009-145 of 10/02/2009 on the vocational *baccalauréat*;
- Decree no. 2009-146 of 10/02/2009 on the certificate of technical education (BEP);
- Decree no. 2009-147 of 10/02/2009 on the vocational training certificate (CAP).

The main legislative texts defining the reform of the general and technological education *lycée* are as follows:

- Decree no. 2010-99 of 27 January 2010 on the organisation and operation of public local education institutions;
- Decree no. 2010-100 of 27 January 2010 on secondary education courses in general and technological branches, information and orientation;
- Orders of 27 January 2010 on the timetable of *seconde* classes in general and technological education *lycées* and agricultural general and technological education *lycées*;
- Orders of 27 January and 1<sup>st</sup> February 2010 on the organisation and timetable of education courses in the final *lycée* cycle, validated by a general *baccalauréat*.

Finally, there are three laws governing the general orientation of vocational education.

- **Law of 10 July 1989:** recommends extended work experience, reaffirms the objective of 80% success for any given age group in the *baccalauréat* exam as well as the objective of an entire age group reaching at least CAP or BEP level within the next ten years.
- **Law of 20 December 1993:** five-year law (no. 93-1313) on work, employment and vocational training laying the foundations for opening apprenticeship sections in education institutions.
- **Framework and programme law for the future of school of 23 April 2005:** stipulates the development of apprenticeships in EPLEs and promotes the "trade-oriented *lycée*" (*lycée des métiers*) to legislative level. Vocational education is therefore validated at legislative level, obliging all institutions with the label to comply with national specifications.

Framework law on education

Law on education

## 5.4. General Objectives

Article 9 of the framework and programme law for the future of schools of 23 April 2005 states the general objective of mandatory education.

Education at the primary and secondary levels must at least guarantee that all students have the necessary means to acquire a common foundation consisting of basic knowledge and skills crucial to academic success and further training, to building a personal and professional future, and to creating a successful life in society.

The **common foundation** ("*socle commun*"), instituted by the decree of 11 July 2006, is structured around seven principles. It constitutes the reference for the drafting of national educational programmes. The pupils' command of this foundation will be evaluated regularly. In addition, thanks to

the common foundation, for the first time since Jules Ferry, the content of compulsory education is officially defined for national Education.

The seven major skills that the school is committed to teaching are as follows:

- **The command of the French language**, considered as the base for all education;
- **The command of a foreign language** to avoid handicaps in the professional world where the command of at least one foreign language is becoming essential, and to subsequently promote the understanding of other ways of thinking and behaving;
- **The acquisition of a mathematical and scientific culture** which represents a crucial selection and decision-making tool for everyday life, while developing logical thought and abstract capabilities;
- **The discovery of information technology** to enable young people to acquire a more in-depth command of these tools but also to give them a critical appreciation of these new media;
- **The acquisition of a humanistic culture** to provide references and access to the cultural world, make pupils understand the universal and essential elements of all human cultures and arouse their curiosity and appetite for all forms of artistic expression;
- **Social and civic skills** to teach the pupils how to live together and promote citizenship awareness;
- **Autonomy and initiative** to form independent citizens, capable of looking after themselves, showing initiative and using their acquired skills in their future professional life.

Decree n°2006-830 relative to the common foundation of knowledge and skills (socle commun)

### 5.4.1. General objectives at the lower education level

Within the framework of the overall objective, the priority objective of *collège* is, in line with primary school, to help each pupil acquire the knowledge and skills of the common foundation and prepare their orientation. In addition, the subjects taught must enable the development of the logical thought process; the command of all three means of expression: written, oral, imagery; the habit of working on one's own.

### 5.4.2. General objectives for the higher education level

The purpose of the education provided in *lycées* (general and technological education *lycées* as well as vocational *lycées*) is to raise the general education level of young people in line with the recommendations of the 2000 Lisbon summit. The guidance and programme law for the future of School of 23 April 2005 confirms the objectives defined in this domain since the late 1980s: 100% of a given age group with at least a level V qualification corresponding with the *certificat d'aptitude professionnel* (CAP) and *brevet d'études professionnelles* (BEP); 80% of a given age group with a level IV qualification corresponding with the *baccalauréat* in the general, technological or vocational section.

*Lycée* epitomises diversity. It offers educational possibilities which encourage the expression of various types of profile and talent. Depending on the case, it facilitates the continuation of higher education or access to working life.

*Lycée* provides three training branches: the general branch, the technological branch and the vocational branch:

- the purpose of the **general branch** is to prepare for the continuation of long-term higher education. It is validated by the general *baccalauréat*.
- the **technological branch**, validated by the technological *baccalauréat*, mostly prepares pupils for higher technological education: *lycée* sections preparing them for a *Brevet de Technicien Supérieur* (BTS or higher technician certificate) or *Diplôme des Métiers d'Art* (DMA or diploma in artistic professions); university institutes of technology (IUT) preparing them for a *Diplôme Universitaire de Technologie* (DUT or university diploma in technology). It also facilitates longer studies via a preparatory class or the continuation, beyond a BTS or DUT, to a vocational *licence*.
- the **vocational branch** mostly leads to working life. It also enables young people to continue studying towards top qualification levels. It leads to a vocational *baccalauréat* and prepares pupils for a *Certificat d'aptitude professionnelle* (CAP or vocational training qualification), *Brevet des métiers d'art* (BMA or *brevet* in artistic professions), *Mention complémentaire* (MC or additional specialisation), BP (vocational *Brevet*), etc.

## 5.5. Types of Institution

### 5.5.1. Types of institution, lower secondary education level

Teaching establishments at the lower secondary education level are called *collèges*, which are the only structures that accept students having completed their elementary school education, in which they receive "a secondary education that provides a seamless transition from primary education."

As part of the organisation of education programmes defined by articles L.332-1 to L.332-6 and D.332-1 to D.332-15, *collèges* offer an appropriate response to the diversity of pupils that meets their needs and interests. The response may take the form of various types of activities, as the establishments deem appropriate.

Special learning opportunities are introduced in order to expose the pupils to artistic, linguistic and athletic experiences, among which:

- **classes with special timetables** (dance or music option), which follow the same programme as traditional classes, but with reduced hours to allow the pupils to take special courses at the regional conservatory or music school run by the State;
- **International sections, European or oriental languages sections**, included in certain *collèges* and *lycées*, in which a modern foreign language is the subject of a more intense study than in the regular programme and where certain subjects are taught in the chosen language.

### 5.5.2. Types of institution, higher secondary level

Upper secondary education institutions are called *lycées*.

There are two types of *lycées*:

1) **General and technological education *lycée***, which provides education leading to a general or technological *baccalauréat* and technician certificate. It involves three years of study divided into three classes: the general and technological *seconde* class, common to all pupils wishing to obtain a general or technological *baccalauréat*; the *première* and *terminale* classes of each section of the general or technological branch (*for more information on specialisation sections, see paragraph 5.11*).

At the end of *collège*, pupils can also opt for general and technological agricultural education *lycées*, supervised by the ministry for agriculture, which prepares them more specifically for certain technological *baccalauréats* or the agricultural technician certificate.

2) Vocational *lycée*, which provides education leading to a vocational *baccalauréat* and a *Certification d'aptitude professionnelle* (CAP, vocational training certificate).

Vocational *lycées* and general purpose *lycées* can obtain the *lycée des métiers* ("trade-oriented *lycée*") label provided they offer a broad range of courses and services, notably via active partnership with the economic milieu as well as local authorities, primarily the region. The *lycée des métiers* is not a new type of education institution. The institutions with this label retain their initial legal status.

The criteria for obtaining the label are:

- range of technological and vocational courses based on a coherent package of professions,
- integration of varied populations (pupils, apprentices, continuing education),
- preparation for a vast range of vocational and technological qualifications ranging from CAP to higher education diplomas,
- range of services for the validation of skills acquired through experience (VAE, see 5.17.2.3.),
- existence of partnerships with territorial authorities, professional milieus, higher education,
- implementation of actions aimed at improving the guidance and care of *collège* pupils in the vocational curriculum,
- openness to Europe or exchanges with foreign countries,
- accommodation services,
- system designed to support vocational integration or monitor populations leaving the education system

#### **Apprenticeship**

Vocational qualifications can be prepared either under school status or via apprenticeship. Apprenticeship is based on alternating education and combines employer training with education provided in an apprenticeship training centre (CFA). Apprentices have specific work contracts and receive a salary even when they are in the apprenticeship training centre; they must be aged 16 to 25.

Apprentices spend 60 to 75% of their time within a company. They are the responsibility of an apprentice master who passes his/her knowledge and expertise onto the apprentice and entrusts them with production activities. In CFA, training focuses on general, technological and practical education.

The ministry of national education is in charge of the educational supervision of all apprenticeship courses.

Furthermore, it has committed to developing apprenticeships in its local public education institutions (EPL). Article L 6232-8 of the Labour code makes it possible for all *lycées* to open *apprentissage* sections or unités de formation par *apprentissage* (UFA), or apprenticeship training units in close

cooperation with economic actors and with the agreement and participation of the region. In both cases, the "head of the educational establishment" is responsible for the programme. *See more on apprenticeship in paragraph 5.14.2.2..*

Circular no. 2005-204

Five-yearly law on work, employment and vocational training

## 5.6. Geographical Accessibility

In compliance with decree no. 80-11 of 3 January 1980, public [lycées](#) and [collèges](#) accept pupils living in their school jurisdiction: sectors for the *collèges* and districts for the *lycées*.

Article D 211-10 stipulates that a sector must only have one public *collège* allowing for exceptions due to geographical conditions. With regard to districts, the pupils of the school sectors belonging to these districts must benefit from a sufficient variety of education to provide them with the right orientation options. However, certain courses and vocational specialties, due to their specific nature, are only available on a national basis, common to several *académies* or at *académie* level.

School transport is organised and financed by local authorities (as with primary education) who define their specific regulations. *See more in paragraph 4.5.2..*

##LEG ID="L0070"\$\$LawLaw no. 2003-339

Education code, Art. D 211-10

## 5.7. Admission Requirements and Choice of School

### 5.7.1. Choice of school : school map

In secondary education, the choice of institution (*collège* and *lycée*) depends on the "school map". Implemented in 1963, the school map refers to a system allocating pupils to a *collège* or *lycée*, according to their place of residence. This system was instituted in the 1960s so that the administration could cope with the increasing number of pupils and guarantee balanced distribution between institutions. It was subject to reform in 2007 (circular no. 2008-042 of 4 April 2008) which consists of giving more freedom to parents in the choice of which institution to enrol their children in. In principle, each family is entitled to derogate from the school map as they choose, as long as there are places available in the institutions.

The 2009-2010 school year was characterised by the "relaxing" of the school map, with the following conditions guiding the choice of secondary education institution:

- pupils are enrolled in the institution (*collège* or *lycée*) closest to their home, unless their parents ask for a derogation.
- derogations are allocated by the *inspecteur d'académie*; their validation is limited exclusively by the institution's capacity.
- if this capacity is reached, the *inspecteur d'académie* grants the derogations, after consulting with the allocation committee, in the following indicative order:



- disabled pupils
- pupils requiring significant medical treatment near the desired institution
- merit scholarship holders
- social scholarship holders
- pupils requiring a special education curriculum
- pupils whose brother or sister is enrolled in the desired institution
- pupils whose home, just outside the boundaries of the catchment area, is near the desired institution.

The circular also specifies that these criteria can be cumulated. Special attention is paid to scholarship holders, as the number of applications and the corresponding satisfaction rate are a social mix indicator.

Circular no. 2008-042 of April 2008

### 5.7.2. Admission requirements - *collège*

All children who have completed the skills enhancement cycle in elementary school are automatically admitted into *collège*, by age 12 at the latest.

There are two ways to enrol in public education:

- for pupils coming from a public primary school or private school under contract, the family enrolls the child in the *collège* to which their child was assigned under the authority of the IA-DSDEN according to their wishes and specifies whether their child will take lunch at home or at school.
- pupils from private schools not under contract with the State or home-schooled must take an admission test; the necessary dossiers are provided by the academic inspection department.

The catchment areas of *collèges* (sectors) correspond with specific areas defined by the departmental councils, as with primary schools. In rural areas, the districts consist of several municipalities: the municipality where the *collège* is located is then called the *chef-lieu de secteur*. In urban areas, the *collège*'s district is often limited to a fraction of the municipality.

The family can ask for an exemption so they can enrol their child in a *collège* other than that of its sector (see 5.7.1.).

With regard to private education under contract, enrolment is carried out directly with the institution selected by the parents.

In addition, adapted education is available in *collège* as part of adapted general and vocational education sections (SEGPA, see more in 10.5.3.) for the training of pupils experiencing serious and durable difficulties. Pupils are admitted into these sections upon the decision of the *inspecteur d'académie*, director of national Education departmental services, after agreement of the parents or legal representative and recommendation from a specially created departmental committee, by order of the minister in charge of national Education. The departmental committee is chaired by the *inspecteur d'académie* and is made up of members of the inspectorate body, management personnel, teachers, parents' representatives, the departmental medical examiner, the departmental social worker/advisor, a school psychologist, the director of an information and guidance centre, a guidance counsellor/psychologist, a social welfare worker, a child psychiatrist, all appointed in accordance with the conditions defined by order of the minister in charge of education.

### 5.7.3. Admission requirements – general and technological education lycée and vocational lycée

At the end of *collège*, the orientation decision is made by the head of the institution following a class council; this decision can be appealed before a committee chaired by the *inspecteur d'académie*.

Pupils are oriented towards one of the following:

- general and technological *seconde* class or *seconde* classes with a specific status;
- vocational *seconde* class which constitutes the first year of the three-year preparation cycle for the vocational *baccalauréat*;
- the first year of the two-year cycle leading to a vocational training qualification specialty.

They can also be asked to repeat a class.

This decision is made following a dialogue with the family, taking into account the family's wishes and the pupil's potential. It is also formulated taking into account the rules and regulations determined by the minister (special medical, social cases, etc.). In all cases, the family and the pupil will be accepted, if necessary, in the *lycée* of their sector.

When the decision relates to a general and technological *seconde* class, the choice of "determining courses" is at the discretion of the family. For the orientation options corresponding with vocational education, the requests can relate to one or several vocational domains and specialties.

Enrolment in a private *lycée* under contract is carried out directly by the parents with the institution selected, in the branch decided upon at the end of the *troisième* class.

The practical enrolment process for *lycées* is similar to that of *collèges*.

## 5.8. Registration and/or Tuition Fees

The Constitution guarantees all children and adults the right to an education: "The Nation guarantees equal access for children and adults to instruction, vocational training and culture. The provision of free, public and secular education at all levels is a duty of the State." (From the Preamble to the Constitution of 27 October 1946 (paragraph 13), reproduced in the Constitution of 1958).

**Article L132-2 of the Education Code states that secondary education is free:**

"Education is free for all pupils attending public *lycées* and *collèges* providing secondary-level education, as well as for pupils of preparatory classes for *Grandes Ecoles* and higher education programmes in secondary public teaching establishments."

With the implementation of the decentralisation law entitled "Law on local freedoms and responsibilities" of 13 August 2004 (see also 1.2.2.) the départements became owners and operators of the *collèges*, and the regions the *lycées* (article 84).

## Associations

Schools call on the families to finance special activities – requests are made on occasion to help fund, for example, school trips and outings. Associations with a head office in the school and offering assistance or activities for the pupils can also be called upon:

- School athletic associations, which organise athletic activities for the pupils outside of the classes themselves. The associations require fees to participate: examples include the *Union Nationale du Sport Scolaire* (National school athletic union) and the *Association du Sport Scolaire et Universitaire* (Association for school and university sports).
- *Foyers sociaux-éducatifs* (socio-educational centres) and *maisons des lycéens* (activity centres for *lycée* pupils): secondary education associations offering a variety of services for pupils and sometimes serving as allocation agencies.

## Cost of school supplies

Generally speaking, the individual school supplies which remain the pupil's property are outside the scope of free education.

Neither the abovementioned legislation on local authorities nor the legislation on [EPLEs](#) stipulate any obligation whatsoever in terms of paying for school supplies.

For the beginning of the 2009-2010 school year, on the initiative of the minister of national Education, the distributors of school supplies have committed to selling approximately forty essential supplies at cost or with no increase compared with the 2008 school year, the list being established by the ministry in conjunction with the *Fédération des parents d'élèves de l'enseignement public* (Union of parents' associations in public education PEEP) and the *Familles de France* association. *Familles de France* estimates that this commitment made it possible to reduce the cost of school supplies for a pupil enrolled in *sixième* class by 8.7% compared with 2007 for a cost of €174.23.

The ministry for national Education recommends, via a ministerial circular (Circular no. 2009-033 of 23 February 2009; OJ no. 30 of 23 July 2009), that teachers limit the request for school supplies by referring to this list whenever possible.

## School books

School books, which are in principle individual school supplies, are in fact mostly paid for by the State or the regions

### In collège

Following the Haby law of 1975, free school books have been guaranteed by the State since the beginning of the 1977 school year, as family support, in public and private *collèges* under contract, for all pupils, whether or not they are scholarship holders and regardless of the family income (article D211-15 of the education code).

### In lycée

In the absence of a national measure similar to that applicable to *collège*, school books can be paid for by regional councils. For the past few years, these councils have chosen to guarantee free school books or help pay for them in the form of allocations paid to the institutions, direct family aid in the form of smart cards or book vouchers, or the purchase of collections which become the property of the institutions and are loaned to the pupils. Regional councils are free to make their own decision in this domain as well as to choose the form of the aid they want to implement. This domain is the responsibility of local authorities and the national education administration cannot intervene on this subject.

### **Equipment for *lycée* pupils**

In technological and vocational branches, pupils must, depending on their specialisation, buy clothes (white coat, coveralls etc.), safety equipment (shoes, etc.), tools ("tool box" for carpenters, construction workers, cooks, hairdressers etc.). Costs vary considerably and are usually lower in tertiary branches, higher in most industry-related sectors, with a peak in the hotel-restaurant sector (easily €250 to €400).

### **Auxiliary accommodation services**

In secondary education, full day and full board constitute "additional accommodation services". Following the transfer of responsibilities instituted with regard to food and accommodation services by the law of 13 August 2004 relative to local liberties and responsibilities, the *départements* and regions have been entrusted with the general responsibility for food and accommodation services. In accordance with the provisions of the decree of 29 June 2006, the prices of the food services provided to public education pupils are determined by the local authority in charge. The head of the institution manages the full day service in accordance with the operating procedures defined by the relevant authority (article L 421-23 of the education code). An agreement is signed in this respect between the supervisory authority and the public education institution.

### **Testing fees**

Since 2000, tests have been free at all levels of primary and secondary education: [CAP](#), [diplôme national du brevet](#), [baccalauréat](#). All registration fees have been eliminated.

Fees are charged at the post-*baccalauréat* level and for *Grandes Ecoles* entry exams, under various forms (processing fees, for example).

## **5.9. Financial Support for Pupils**

As is true for the other levels of education, there are both direct and indirect sources of financial aid at the secondary level.

### **5.9.1. Direct financial aid**

Families with children in [collège](#) or [lycée](#) are eligible for the following types of financial aid, under certain conditions:

#### **Family allowances**

Families with children up to the age of 18 (if not already employed) who meet the conditions set by the *caisses d'allocation familiales* (CAF), or family allowances fund, are eligible for certain family allocations. These allocations can be extended to the age of 20 for students or incapacitated persons in [apprenticeship](#) programmes or professional internships, provided that they do not receive monthly remuneration of more than 55% of minimum wage (gross minimum wage = €1,342.77/month in 2008, based on 35 legal working hours per week, as of 1<sup>st</sup> January 2010).

### Allowance for the new school year (ARS)

This allowance is distributed by the family allowances fund, based on the family's income, for pupils in compulsory education (aged 6 to 16) as well as pupils aged 16 to 18 upon presentation of a school enrolment certificate. This allowance for the 2009-2010 school year amounts to:

- for 11 to 14 year-olds: €296.22 (per child per year);
- for 15 to 18 year-olds: €306.51 (per child per year).

#### 5.9.1.1. National scholarships

##### Collège scholarships

All pupils attending a public *collège* or private *collège* under contract who are dependents in families that meet certain income conditions are eligible for *collège* scholarships. The scholarships are given out for one school year, depending on income conditions related to the family's financial obligations.

*Collège* scholarships are paid out either by the school itself, for public school pupils, or by the authorities of the [académie](#), for private school pupils. The annual amount (for 2009-2010), calculated based on three rates according to family charges and resources, is as follows:

- rate 1: €79.71 per year, i.e. €26.57 per quarter
- rate 2: €220.80 per year, i.e. €73.60 per quarter
- rate 3: €344.85 per year, i.e. €114.95 per quarter

##### Lycée scholarships

*Lycée* scholarships were started in 1959, then modified in 1971 and 1973, and are awarded to pupils enrolled in **lycées and regional adapted education institutions (EREA)** based on criteria taking into account primarily the family's income as declared on tax statements. The scholarships are paid out to parents with modest incomes, regardless of their children's school results or whether they attend a public or private *lycée*. The amount of the scholarship is determined based on a system of *parts unitaires*, or unit shares, the amount of which is set on a yearly basis by ministerial decree.

The unit share amounted to € 42.57 at the beginning of the 2009-2010 school year. Unit shares are paid in three instalments.

Specific unit shares or bonuses exist in addition to the scholarship for certain education levels:

- **Bonus for enrolment in *seconde*, *première* and *terminale* class:** granted to pupils enrolled in one of these classes, it is paid once along with the first scholarship instalment. It amounts to €217.06, at the start of the year 2009-2010. Pupils repeating a year are not eligible
- **Equipment bonus:** €341.71 (2009-2010), paid once along with the first scholarship instalment, for pupils in their first year of certain specialisations of the [CAP](#), technological [baccalauréat](#) or technician certificate.
- **Qualification bonus:** €435.84 (2009-2010), paid in three instalments to pupils with scholarships:
  - in their first or second year of a two-year CAP,
  - enrolled in the third year of a three-year CAP, after the *cinquième* class,
  - preparing for a CAP, after the *troisième* class,
  - or a qualification or training programme in addition to the diploma already obtained.

- **Boarding school bonus:** this bonus is granted to all pupils with a national scholarship enrolled in a boarding school. The boarding school bonus, with a flat-rate amount of €240.84, is strictly linked to the status of the scholarship pupil. Families do not have to complete a specific application as this bonus is automatically granted to boarding school pupils with a scholarship. It is subject to the same management rules as scholarships. The bonus is paid in three instalments by deduction from the boarding fees.

### **Merit scholarship**

This system is reserved for pupils with a *lycée* scholarship enrolling in a *seconde* class who have obtained the national *brevet* diploma with *Bien* or *Très Bien* honours. Pupils with scholarships who have distinguished themselves in *troisième* class through their educational achievements, without however obtaining any honours in the national *brevet* diploma, may also benefit from a merit scholarship after recommendation by a departmental committee.

Payment of merit scholarships is subject to the pupils continuing their education up to the *baccalauréat* while maintaining good results throughout the *lycée* curriculum. Should they fail to meet these conditions, payment may be suspended by the departmental committee.

The annual amount of this scholarship is €800 paid in three instalments.

### **5.9.1.2. Special aid**

Funds have been set up in collèges and lycées to help families going through difficult periods handle expenses for school supplies and activities.

A collège fund was established starting in 1995 to help pay for collège-related expenses. The aid can take the form of a direct financial contribution or another form (coverage of *demi-pension* or *internat* costs, various school supplies, etc.). Available funds have been divided between the different collèges based on economic and social criteria. The heads of institutions decide on the allocation of this type of aid to the families.

There is also a special fund for lycées.

Since the 1991 finance law was passed, special educational funds have been made available to lycées to help pupils struggling with exceptional difficulties. The aid can take the form of direct financial contributions or other forms to help reduce school expenditures (school books, various school supplies, work clothes, professional tools, athletic equipment, or coverage of *demi-pension* or *internat* costs).

A special canteen fund, set up since the beginning of the 1997 school year, allows pupils (in *collège*, *lycée* or special secondary education programmes) from particularly disadvantaged areas to take their lunch in the canteen of the institution. The funds are controlled by the *recteurs* who allocate them to the different institutions. For collèges, this is the responsibility of the *inspecteurs d'académie*.

Among special aids are the departmental and municipal grants instituted in 1951. These grants are awarded locally, under certain conditions, by *départements* or municipalities, to the pupils.

### **5.9.2. Indirect financial aid**

Indirect financial aid comes in the form of a reduction on principle, or loans of school books. A "reduction on principle" is a reduction of tuition costs granted for *internat* and *demi-pension*

programmes if at least three children from the same family attend a secondary public teaching establishment. The reduction is 20% for three children, 30% for four and 40% for five. At six or more, the children are admitted for free.

The donation or loaning of school books is another form of indirect financial aid. At secondary school level, the schools loan books free of charge to pupils in collège, SEGPA, and technological 4ème and 3ème classes in vocational lycées.

While almost all regions have chosen to provide school books free of charge to pupils in the lycées, or to contribute to funding for school books, some have chosen the indirect aid route: credits given to establishments or purchase of school books for the establishment, which then loan them to the pupils.

## **5.10. Age Levels and Grouping of Pupils**

### **5.10.1. Age Levels and Grouping of Pupils - collège**

Education in collège lasts four years and corresponds to the 6ème, 5ème, 4ème and 3ème classes.

The decree of 29 May 1996 (codified in article D332-3 of the education code) defined the current pedagogical organisation of the collège system, which is based on three cycles. Thus, 6ème corresponds to the "adaptation cycle" at the secondary level, 5ème and 4ème to the "middle cycle" and 3ème to the "vocational guidance" cycle.

The division (class) is the term used to designate and number the pedagogical structures in which the pupils are enrolled. The head teacher of the school places each pupil in one and only one division. The average number of pupils per division in 2008-2009 was 24 in the public and private sector.

### **5.10.2. Age Levels and Grouping of Pupils – general and technological lycée**

There are three years at the higher secondary education level: seconde, première and terminale.

*Seconde* corresponds to the "determining cycle" that teaches both general and technological courses, at the end of which pupils have to choose their *baccalauréat* series (see also 5.5.2.). *Première* and *terminale* correspond to the "final cycle" that prepares pupils for the *baccalauréat*. The education provided currently involves courses common to all pupils (e.g. French and modern languages) and disciplines making up the specific characteristics of the chosen series (see 5.11.).

Each level corresponds with a typical age group, which is actually much more flexible in practice: the average age is 15-16 in *seconde*, 16-17 in *première* and 17-18 in *terminale*.

The average size of the divisions was 27.6 pupils in 2008-2009. *Seconde* ("determining cycle") classes have the most pupils, with an average of 30.6 pupils per class (public and private sectors combined).

### **5.10.3. Age Levels and Grouping of Pupils – vocational lycée**

Since the beginning of the 2009 school year, pupils enrolled in a vocational *lycée* can follow a two-year course leading to a CAP (Vocational Training Qualification) or a three-year course (*seconde* class, vocational *première* and *terminale* classes) leading to a vocational *baccalauréat* (see more 5.2.4.). During the three-year course leading to a vocational *baccalauréat*, pupils can obtain an intermediate certification (e.g.: *Brevet d'études professionnelles* or Certificate of Technical Education).

These two diplomas aim at immediate integration into the labour market but also enable the pursuit of further studies. Pupils holding a CAP can enrol in a vocational *première* class to prepare for a vocational *baccalauréat*. Those holding a vocational *baccalauréat* can also go onto higher education.

The average class size in vocational *lycées* (public and private sectors combined) was 18.9 pupils in 2008-2009.

## 5.11. Specialisation of Studies

Pupils enrol in upper secondary education with a varying specialisation level depending on the branch selected (general, technological or vocational).

The general and technological *lycée* has two branches: the general or technological branch.

The ongoing reform of *lycée* institutes the principle of progressive specialisation between the classes of *seconde*, *première* and *terminale* (see 5.2.5.). Its implementation is scheduled for the beginning of the 2010 school year in *seconde* classes, the beginning of the 2011 school year in *première* classes and the beginning of the 2012 school year in *terminale* classes.

For the current school year (2009-2010), the series are organised as follows:

The **general branch** is subdivided into three series: the literary series, the economic and social series and the science series. Within each series, pupils can choose different profiles depending on the choice of specialty disciplines:

- In the literary series (L series), the main profiles are: "literature – modern languages", "French and Latin", "French-arts", "French-mathematics";
- In the economic and social series (ES series), the two main profiles are: "Economic and social sciences" and "economic sciences-mathematics";
- In the science series (S series), the profiles are as follows: "mathematics", "experimental sciences" (physics-chemistry or life and earth sciences), "engineering sciences", "biology-ecology" (prepared in agricultural *lycées*).

There are seven series in the **technological branch**:

- Management science and technology (STG);
- Industry-related science and technology (STI);
- Laboratory science and technology (STL);
- Healthcare and social science and technology (ST2S);
- Music and dance techniques (TMD);
- Agricultural and life science and technology (*baccalauréat* prepared in *lycées* under the authority of the ministry of agriculture);
- Hotel management.

There are also courses to prepare for the *brevet de technicien* (BT, technician certificate) which qualifies the pupil as a technician specialised in a specific area. The programme includes mandatory general courses (French, introduction to the contemporary world, a modern foreign language, mathematics, Physical education and sport), courses specific to the specific area of specialisation, and technological and professional courses. After obtaining the *brevet de technicien*, the pupils can either:



- begin a career and accept positions available in their field of specialisation;
- continue their studies, primarily in superior technician sections.

In vocational *lycée*, the specialisations in each branch of professional secondary education vary from one diploma to another.

There are around 200 CAP specialisations in the agricultural, industry, business and service sectors. In the industry sector, for example, pupils can choose to specialise in electrical installation, definition of industrial products, and auto maintenance. In the business and service sectors, there are specialisations in the restaurant business, sales and company representation, and artistic professions. Finally, in the agricultural sector, there are specialisations in the operation and maintenance of agricultural equipment, computer-integrated wood manufacturing, etc.

There are around 70 specialisations for the professional *baccalauréat*, grouped into activity sectors: handicrafts and artistic professions, bio-industry, bakery-pâtisserie, accounting, electrical engineering, public works, sales etc.

## 5.12. Organisation of School Time

See 4.9. Chapter 4

### 5.12.1. Organisation of the School Year

See 4.9.1. Chapter 4

### 5.12.2. Weekly and Daily Timetable

In accordance with article R 421-2 of the education code, secondary education institutions (*collèges et lycées*) are free to establish the "organisation of school time and school life conditions, as well as the use of teaching hours available to the institution, in compliance with the obligations of the compulsory schedule". Therefore the organisation of the school day and week varies from one institution to the next.

Since the beginning of the 2008 school year – as part of the actions aimed at improving school success – *collèges* must provide willing pupils with two hours of individual work support four times a week throughout the year. This support must cover four domains: homework and lesson support, artistic and cultural activities, sport and oral exercises in modern languages. It is preferably organised at the end of the day after class, taking into account the balance of the pupils' day and week. These activities are mostly carried out by volunteer teachers, education or pedagogical assistants, external stakeholders, in particular associations.

**In *collège*, in *sixième* class**, the institutions benefit from 28 teaching hours per week per class: 26 hours for the organisation of the compulsory course; 2 hours for pupil support and individual work support. The maximum number of hours per pupil per week is 24.

In the middle cycle (***cinquième* and *quatrième* classes**), each *collège* is allocated an overall 26 hours per week per *cinquième* class and 29 hours per week per *quatrième* division, for the organisation of compulsory courses, which includes the trade discovery modules (see 5.18.1.1.). Additional hours can be allocated to institutions for dealing with serious school difficulties. The number

of hours per pupil per week is 25 hours of compulsory courses in *cinquième* class and 28 hours in *quatrième* class.

In the orientation cycle (**troisième class**), each *collège* is allocated an overall 28 ½ hours per week per division for the organisation of compulsory courses.

Pupils also benefit, throughout the *collège* curriculum, from 10 “class life” hours per year. Stipulated by OJ no. 23 of 10 June 1999, these hours are intended to establish a dialogue with the pupils, facilitate their integration into the institution as well as prepare for their orientation.

**The weekly schedule at the higher secondary education level (general and technological branch)** ranges from 27 to 32 hours. The daily schedule is organised into 55-minute classes with a 5-minute break between them.

The head of the establishment may, if deemed necessary, make changes to the pupils’ schedules in accordance with the principles of school time organisation defined by the school’s board of directors. The changes can only be implemented if they respect the class times defined in the teaching programme for each subject area and each level of education.

**Vocational training** is divided, regardless of the branch, into general courses, technological courses and in-company *apprentissage* programmes. The number of hours for school courses preparing pupils for CAPs was redefined in 2002; that of courses leading to vocational *baccalauréats* was redefined in 2009. Pupils are allowed to work a maximum of 35 hours a week and 8 hours a day.

Order of 24 April 2002 (BO no. 21 of 23 May 2002)

Order of 10 February 2009

French Education code, L.332-1 to L. 332-6 and D332-1 to D332-15

## 5.13. Curriculum, Subjects, Number of Hours

School programmes define, for each cycle, the essential knowledge and methods to be acquired. They constitute the national framework within which teachers organise their courses by taking into account the learning rhythm of each pupil. They are constantly updated and modernised: new programmes were developed in 2008 for primary school and *collège* with a view to integrating the common foundation of knowledge and skills stipulated by the framework law of 23 April 2005 (see 5.4.). The formulation of teaching programmes progressively takes into account the notion of “skills” to be developed in pupils – skills conceived as a combination of knowledge, the ability to mobilise this knowledge for complex tasks and situations.

The development of programmes is the responsibility of the General Directorate of School Education (DGESCO), resulting from a consultation process. Programmes are drafted by a group of experts put together and steered by the ministry of national Education (DGESCO). The members of these expert groups are appointed on an individual basis for their recognised professional competence. They are selected by the chairman of the group, in agreement with the DGESCO, so as to achieve a diversity and complementarity of expertise within the group: academics guaranteeing the scientific validity of the content and education method specialists, teachers in the field and inspectors aware of the diversity of practices and actual requirements.

During the development phase, regular consultations are organised between expert groups and other partners: teacher or parent representatives etc. This consultation process makes it possible, in particular, to collect teachers' opinion on the future programmes, to assess their needs in terms of documents or support actions and, more generally, to organise a think tank on the consequences of the new programmes on pupil evaluation methods (notably during exams).

Upon completion of all these development and consultation stages, the programme project enters an institutional consultation phase, which requires, prior to any publication, the opinion of the *Conseil Supérieur de l'Education* (CSE or Higher Council for Education). The minister can decide to ask for the opinion of an advisory body, the *Haut Conseil de l'éducation* (HCE or High Council for Education). The texts and these opinions are submitted for the minister's authorisation, which when validated enables the publication of the order instituting this new programme in the *Journal Officiel de la République Française* (JO or Official Journal of the French Republic) and that of its annex (the programme itself) in the *Bulletin Officiel de l'Education Nationale* (BO or Official National Education Bulletin).

French Education code - article L311-3

Eduscol

### 5.13.1. Courses, subjects and number of hours in *collège*

New programmes have been introduced in *collège* since the beginning of the 2009 school year (order of 11 July 2008 published in the BO no. 32 of 28 August 2008). They were designed to integrate the common foundation of knowledge and skills (see 5.4.).

They affect the disciplines taught in *collège*, i.e.: plastic arts, music education, physical education and sport, French, history-geography-civic education, life and Earth sciences, technology.

The compulsory and cross-sectional teaching of art history is one of the new elements of the reform of *collège* programmes. This is a discipline based on a multi-disciplinary approach to the works of art, enabling pupils to acquire the historical and cultural references required to understand these works and enhance their artistic experience. Taught by all teachers, in particular music education, plastic arts and history teachers, this discipline focuses on the historical periods studied in history classes at all levels of the education curriculum:

- *Sixième* class: from Antiquity to the 9<sup>th</sup> century;
- *Cinquième* class: from the 9<sup>th</sup> century to the late 17<sup>th</sup> century;
- *Quatrième* class: 18<sup>th</sup> and 19<sup>th</sup> centuries;
- *Troisième* class: 20<sup>th</sup> century and modern times.

The works studied belong to six major artistic domains which constitute “meeting points” for the various disciplines:

- Spatial arts: architecture, garden art;
- Language arts: literature (novels, poetry);
- Everyday arts: design, artefacts;
- Sound arts: music (instrumental, vocal);
- Performing arts: theatre, dance, circus, puppet shows;
- Visual arts: plastic arts, cinema, photography.

Each of these domains is explored via national heritage and contemporary works of art, advanced and popular, national and international.

With regard to other disciplines, the common *collège* culture is made up of two key elements: the teaching of technology and foreign modern languages.

The teaching of technology is in line with the education provided under the headings "Discovering the world" and "Experimental science and technology" of the basic learning cycle and in-depth cycle (pre-elementary and elementary school). It includes, among other things, the use of new information and communication technologies (ICT), which constitutes a crucial success factor in the pursuit of education. At each educational level, the various national education players are requested to reinforce the resources and processes implemented in order to continue extending the use of ICTs. A computer science and Internet brevet (B2i) was created during the 2005-2006 school year to validate the acquisition of skills in standard information and communication techniques (see certificates in 5.17.1.).

Regarding the teaching of foreign languages, the new foreign language programmes in *collège*, designed in accordance with the common European framework, are divided into two levels:

- Level 1 (published on 25 August 2005) and applicable from the beginning of the 2006 school year. Its aim is to achieve level A2 (intermediate or standard elementary user) of the common European Framework of reference for languages (CECRL). It covers two academic years and corresponds to *sixième* and *cinquième* classes for the language begun in primary school, and *quatrième* and *troisième* classes for the language begun in *collège*;
- Level 2 specifies the expected levels at the end of *collège* and describes the skills to be acquired in order to attain these levels. The expected levels at the end of *collège* are as follows:
  - B1 level (independent user, threshold level) of the CECRL for the language started in primary school;
  - A2 level for the language started in *collège*.

### **A) Adaptation cycle: *sixième* class**

**The adaptation cycle** (*sixième* class) is a class for the consolidation of the knowledge acquired in primary school, catering for pupils coming from different primary schools. The subjects taught are French, mathematics, one modern foreign language, history-geography-civic education, science and techniques, artistic education and physical and sports education.

Each division is allotted the following number of hours:

French	5 hrs or 4 hrs 30 mn + 30 mn in ½ groups
Mathematics	4 hrs
First modern foreign language	4 hrs
History-geography-civic education	3 hrs
Life and earth sciences	1 hr 30 mn
Arts (plastic arts, music education)	1 hr + 1 hr = 2 hrs
Technology	1 hr 30 mn
Physical education and sport	4 hrs
Student assistance and monitoring of individual work	2 hrs
TOTAL	28 hrs

## **B) Middle cycle: *cinquième* and *quatrième* classes**

In the "middle cycle", the same mandatory general courses are taught in *cinquième* and in *quatrième*, with the same organisation of time. Physics and chemistry is introduced in *cinquième*, as well as the second modern foreign language in *quatrième* class. Little by little, pupils are given an increasing number of options: Latin, regional language or vocational discovery.

The discovery of a broad range of trades starts in the *cinquième* class, as part of a course called "trade and training discovery" (see description in paragraph 5.18.1.1.). The weekly timetable for *cinquième* and *quatrième* classes – which take this course into account – is as follows:

Course	Pupil timetable Common courses	Possible pupil timetable with the 30% discovery modules (*)
<b>French</b>	4 hrs	5 hrs
<b>Mathematics</b>	3 ½ hrs	4 ½ hrs
<b>First modern foreign language</b>	3 hrs	4 hrs
<b>Second modern language (**)</b>	3 hrs ( <i>quatrième</i> class)	
<b>History-geography-civic education</b>	3 hrs	4 hrs
<b>Science and techniques:</b> - Life and Earth sciences - Physics and chemistry - Technology	1 ½ hrs 1 ½ hrs 1 ½ hrs	2 ½ hrs 2 ½ hrs 2 ½ hrs
<b>Artistic education:</b> - Plastic arts - Music education	1 hr 1 hr	2 hrs 2 hrs
<b>Physical education and sport</b>	3 hrs	4 hrs
		Pupil timetable
<b>Unallocated number of hours</b> to be distributed by the institution		½ hr
<b>Class life course</b>		10 hours per year

### Optional education

Optional education	Pupil timetable
<b>Latin (***)</b>	2 hrs ( <i>cinquième</i> class); 3hrs ( <i>quatrième</i> )
<b>Regional language (****)</b>	3 hrs ( <i>quatrième</i> class)

### Notes:

(\*) Discovery modules for two disciplines: 2 allocated hours in the class timetable corresponding with 2 teacher hours per division.

(\*\*) Second modern foreign or regional language

(\*\*\*) Possibility of involving Latin in the discovery modules, from the *quatrième* class

(\*\*\*\*) This option can be proposed to a pupil who has chosen a modern foreign language for his/her second modern language education.

Order of 26-12-1996 (JO of 8-1-1997; BO no. 5 of 30-1-1997), amended by the order of 14 January 2002 (JO of 10-2-2002; BO no. 8 of 21-2-2002), and by the order of 6-4-2006 (JO of 22-4-2006; BO no. 18 of 4-5-2006).

### **C) Vocational guidance cycle: *troisième* class**

The **vocational guidance cycle** (*troisième* class, i.e. final year in *collège*) offers the same compulsory education as the previous cycles. The "vocational guidance cycle" is now divided into:

- Mandatory courses, the goal of which is to ensure that all pupils have acquired common foundation of knowledge and skills;
- Electives courses, to better reflect the diversity of the pupils and their needs.

Number of hours	
Mandatory courses	
French	4 hrs 30 mn
Mathematics	4 hrs
Modern foreign language	3 hrs
History-geography-civic education	3 hrs 30 mn
Life and Earth sciences	1 hr 30 mn
Physics-chemistry	2 hrs
Technology	2 hrs
Art courses: -Plastic arts, -Music education	1 hr 1 hr
Physical education and sport	3 hrs
Modern language 2 (foreign or regional) LV2	3 hrs
Electives	
Professional discovery or Modern language 2 (regional or foreign) or Ancient language (Latin, Greek) (2)	3 hrs or 6 hrs (1) 3 hrs 3 hrs
"Class life" course	10 hrs per year

(1) The professional discovery module can be increased to 6 hours. In that case, the pupils do not take the mandatory LV2 course.

(2) Depending on the *collège* (pupil capacity and schedule organisation), some pupils may take both Latin and Greek.

Order of 26-12-1996 (JO of 8-1-1997, BO no. 5 of 30-1-1997)

Order of 2-7-2004 (JO of 6-7-2004, BO no. 28 of 15-7-2004)

### **5.13.2. Courses, subjects and number of hours - general and technological lycées**

Study programmes are defined for the "determining cycle" (*seconde* class) and "final cycle" (*première* and *terminale* classes).

In each discipline, pupil timetables remain determined by a national grid. However, institutions are granted additional organisational flexibility. Part of the overall number of hours allocated to them to guarantee compulsory education is at their discretion for the organisation of the personalised support and the forming of small groups within the disciplines. Each institution's pedagogical council in which teachers are involved is consulted on the use of this allocation. For example, in *seconde* class, this allocation amounts to 10 ½ hours per week out of a total 39 hours.

The general and technological *seconde* class corresponds with the "determining cycle", designed to prepare pupils to choose a series leading to the [baccalauréat](#) (see 5.11.). This determining class provides general education common to all pupils while stimulating their interest in literary, artistic, scientific or technological studies.

From the beginning of the 2010 school year, a new organisation of the *seconde* class is implemented as part of the reform of the general and technological education *lycée* (see 5.2.5.). One of the primary objectives of this reform is to enable more seamless and less compartmentalised education and make pupils' orientation choices less irreversible by allowing them to change paths. The courses of the *seconde* class include courses common to all pupils (French, History-geography, Modern language 1 and 2, Mathematics, Physics-chemistry, Life and Earth sciences, Physical education and sport, Civic, legal and social education), two exploration modules, one of them in the economics domain (see table in paragraph 5.13.2.1.) and sometimes an optional course.

Common courses amount to 23 ½ hours per week, i.e. 80% of the pupils' total timetable. They are a key element of the common culture provided to all *seconde* pupils. The main purpose of exploration modules, 1 ½ hours per week, (54 hours per year) is to:

- enable pupils to discover knowledge domains in the different disciplines and associated methods;
- help them make their own series choices in *première* class;
- inform them of the possible curricula in the final cycle and in higher education (higher technological sections, preparatory classes, university etc.);
- identify the professional activities to which these curricula may lead.

The first exploration module must be in the economic domain. This obligation reflects the desire to provide all pupils with economic culture giving them an understanding of the major issues in today's world. Thus, pupils have a choice of two courses in this domain: "economic and social sciences" and "fundamental economic and management principles". The second exploration module is chosen from the following list:

- scientific and technological courses (scientific methods and practices, engineering sciences, science and laboratory etc.)
- literary courses (literature and society, Ancient languages and cultures (Latin, Greek), 3<sup>rd</sup> modern language)
- artistic courses (artistic creation and activities)

By derogation, 3 exploration modules (or just one) can be chosen by pupils particularly interested in technologies or specific courses (decorative arts, circus arts, sport).

Access to a specific series of the final cycle does not depend on the choice of this type of course.

The general and technological *seconde* class is characterised by the wide variety of pupils catered for. This heterogeneity can be a source of difficulty for many pupils, as demonstrated by the persistence of a high repeating rate at the end of this class (approximately 15%).

This explains the necessity to provide pupils with a type of support taking their needs and diversity into account. From the beginning of the 2010 school year, personalised support is provided to all pupils as part of their normal timetable, without adding to their workload. In *seconde* class, personalised support enables pupils to cope with studying requirements in *lycée*, acquire methods to prepare them for higher education and develop their orientation project. It is integrated into the pupil's timetable and offers:

- support for pupils experiencing difficulties;
- knowledge enhancement or another approach to the disciplines studied;
- methodological aid;
- orientation support.

These activities can take the form of inter-disciplinary work.

In addition, it should be pointed out that, alongside the general and technological *seconde* class, there are special *seconde* classes which correspond with the preparation for a specific diploma: the sections leading to the "technical music and dance" *baccalauréat* and those leading to certain technician qualifications.

For the final cycle, the content of the programmes depends on the series and branch selected by the pupils. Certain disciplines are common to all series: French, Philosophy, Modern languages, History-geography, Physical education and sport. In addition to these disciplines, certain courses are specific to each series such as mathematics, physical sciences and technological disciplines in the scientific and technological series

This was reflected in the creation, in 1992, of a specific educational approach consisting of 2 aspects:

- the "modules" (three hours per week) involving all pupils in an initiation to the work methods specific to the *lycée*;
- individual support (two hours per week) reserved for pupils experiencing the most difficulty.

This individual support is designed for *seconde* pupils: it mostly relates to French and mathematics without however excluding the other disciplines. Teaching is provided in groups of eight pupils at the most in order to guarantee a genuinely personalised support.

The content of the programmes of the final cycle depends on the series and branch selected by the pupils. Certain disciplines are common to all series: French, Philosophy, Modern languages, History-geography, Physical education and sport; in addition to these disciplines, certain subjects are specific to each series such as mathematics, physics and technological disciplines in the scientific and technological series. In *première* and *terminale* classes of the general series, the "*Travaux personnels encadrés*" (TPE - individual school projects) are mostly aimed at developing pupils' autonomy and initiative in the research and processing of documents with a view to producing a written and oral presentation which is part of an early *baccalauréat* examination. Therefore they constitute a good preparation for higher education. In *terminale* class, personalised support focuses on preparation for higher education: it is primarily based on the disciplines specific to each series.

Furthermore, special orientation activities are implemented as part of the "trade and training discovery module" (see description in paragraph 5.18.1.1.).

#### **5.13.2.1. Timetable for the general and technological *seconde* class**



This timetable will come into force at the beginning of the 2010 school year.

DISCIPLINES	TIMETABLE
<b>Common courses</b>	
French	4 hours
History-geography	3 hours
Modern language 1 and 2 (global allocation) (a) (b)	5 ½ hrs
Mathematics	4 hours
Physics-chemistry	3 hours
Life and Earth sciences	1 ½ hrs
Physical education and sport	2 hours
Civic, legal and social education (c)	½ hr
Personalised support	2 hours
Class life course	10 hours per year
<b>Exploration modules</b>	
<b>General regime: two exploration modules, with</b>	
<b>a first exploration module to be chosen from:</b>	
Economic and social sciences	1 ½ hrs
Fundamental economic and management principles	1 ½ hrs
<b>a second exploration module, different from the first module selected, to be chosen from:</b>	
Economic and social sciences	1 ½ hrs
Fundamental economic and management principles	1 ½ hrs
Health and social domains	1 ½ hrs
Biotechnologies	1 ½ hrs
• Science and laboratory	1 ½ hrs
• Literature and society	1 ½ hrs
• Engineering sciences	1 ½ hrs
• Scientific methods and practices	1 ½ hrs
• Technological creation and innovation	1 ½ hrs
• Artistic creation and activities: choice of visual arts or acoustic arts or performing arts or national heritage	1 ½ hrs
• Ancient languages and cultures: Latin	3 hours
• Ancient languages and cultures: Greek	3 hours
• Modern language 3 (a) (b)	3 hours
• Ecology, agronomy, sustainable territory and development (e)	3 hours
• <b>Derogation regime: a choice of three exploration modules including:</b>	
• <b>Firstly</b> , economic and social sciences or fundamental economic and management principles	1 ½ hrs
• <b>Secondly</b> , two distinct courses to be chosen from:	
• Health and social domains	1 ½ hrs
• Biotechnologies	1 ½ hrs
• Science and laboratory	1 ½ hrs
• Engineering sciences	1 ½ hrs
• Technological creation and innovation	1 ½ hrs

<b>Derogation regime: one exploration module to be chosen from:</b>	
• Physical education and sport (d)	5 hours
• Circus arts	6 hours
• Design creation and culture	6 hours
<b>Optional courses: one exploration module to be chosen from:</b>	
• Ancient languages and cultures: Latin	3 hours
• Ancient languages and cultures: Greek	3 hours
• Modern language 3 (a) (b)	3 hours
• Arts: a choice of plastic arts or cinema-audiovisual or dance or art history or music or theatre	3 hours
• Physical education and sport	3 hours
• Equestrian science and equestrianism (e)	3 hours
• Social and cultural practices (e)	3 hours
• Professional practices (e)	3 hours
• Artistic workshop	72 hours per year
<ul style="list-style-type: none"> <li>Note. — The same course cannot be chosen as an exploration module and optional course.</li> <li>(a) Modern language 2 or 3 can be a foreign or regional language.</li> <li>(b) This course can be allocated an extra hour with a language assistant.</li> <li>(c) This course is provided in the form of a small group.</li> <li>(d) This course cannot be cumulated with the optional PE module.</li> <li>(e) Course available only in agricultural general and technological education <i>lycées</i>.</li> </ul>	

Order of 27 January 2010.

### 5.13.2.2. General course timetable in *première* and *terminale* classes of General and Technological *Lycée* – General branch

These timetables will still be in force during the 2011-2012 school year in *première* classes and 2012-2013 in *terminale* classes, after which they will be replaced by new schedules, as stipulated by the reform of the general and technological *lycée* launched at the beginning of the 2010 school year.

The series of the general branch include:

- courses constituting a common foundation for all pupils in the same series;
- compulsory options for pupils in *première* classes and specialisation courses in *terminale* classes. Pupils are free to choose from these courses to enable them, within each series, to adopt a specific profile according to their subsequent orientation project;
- individual school projects (TPE) in *première* classes, based on the predominant subjects in each series;
- Optional courses for pupils to broaden their general culture;
- Artistic expression workshops.

Organisation and timetables for the “final cycle” of secondary education level preparing pupils for the baccalauréat général

#### 5.13.2.2.1. Timetable of the economic and social series (ES)

Mandatory courses		
	PREMIÈRE	TERMINALE
Economic and social sciences	5 hrs, (o/w 1 hr, class split into two groups)	6 hrs (o/w 1 h, class split into two groups)
History and geography	4 hrs	4 hrs
French	4 hrs	-
Philosophy	-	4 hrs
Mathematics	3 hrs (o/w 30 mn, class split into two groups)	4 hrs
Modern language 1	2 hrs 30 mn (o/w 1 hr, class split into two groups)	2 hrs (o/w 1 hr, class split into two groups)
Modern language 2	2 hrs (o/w 1 h, class split into two groups)	2 hrs (o/w 1 hr, class split into two groups)
Scientific education	1 hr 30 mn (o/w 30 mn, class split into two groups)	-
Physical education and sport	2 hrs	2 hrs
Civic, legal and social education	30 mn, class split into two groups	30 mn, class split into two groups
Supervised individual project	2 hrs	-
Class life course	10 hrs per year	10 hrs per year
Choice of 1 between:		
	PREMIÈRE Choice of mandatory courses	TERMINALE Specialisation courses
Mathematics	2 hrs	2 hrs
Economic and social sciences	2 hrs	2 hrs
Modern language 1	2 hrs	2 hrs
Modern language 2	3 hrs	3 hrs
Artistic workshops	72 hrs per year	72 hrs per year
Electives: 2 maximum		
	PREMIÈRE	TERMINALE
Latin	3 hrs	3 hrs
Greek	3 hrs	3 hrs
Modern language 3	3 hrs	3 hrs
Physical education and sport	3 hrs	3 hrs
Arts	3 hrs	3 hrs

### **5.13.2.2.2. Timetable of the scientific series**

<b>Mandatory courses</b>		
	<b>PREMIÈRE</b>	<b>TERMINALE</b>
Mathematics	5 hrs, (o/w 1 hr, class split into two groups)	5 hrs 30 mn (o/w 1 hr, class split into two groups)
Physics-chemistry	4 hrs 30 mn (o/w 2 hrs of practical application)	5 hrs (o/w 2 hrs of practical application)
Life and Earth sciences	4 hrs (o/w 2 hrs of practical application)	3 hrs 30 mn (o/w 1 hr 30 mn of practical application)
<b>or</b>		
Engineering sciences	8 hrs (o/w 6 hrs of practical application or workshops)	8 hrs (o/w 6 hrs of practical application or workshops)
<b>or</b>		
Biology-ecology	5 hrs (o/w 3 hrs of practical application)	5 hrs (o/w 3 hrs of practical application)
French	4 hrs	-
Philosophy	-	3 hrs (o/w 1 hr, class split into two groups)
History and geography	2 hrs 30 mn	2 hrs 30 mn (o/w 30 mn, class split into two groups)
Modern language 1	2 hrs (o/w 1 hr, class split into two groups)	2 hrs (o/w 1 hr, class split into two groups)
Modern language 2	2 hrs (o/w 1 hr, class split into two groups)	2 hrs (o/w 1 hr, class split into two groups)
Agronomy-Territories-Citizenship	3 hrs 30 mn (o/w 2 hrs 30 mn of practical application)	-
Physical education and sport	2 hrs	2 hrs
Civic, legal and social education	30 mn, class split into two groups	30 mn, class split into two groups
Supervised individual project	2 hrs	-
Class life course	10 hrs per year	10 hrs per year

Choice of one between:		
TERMINALE Specialisation courses		
Mathematics	-	2 hrs
Physics-chemistry	-	2 hrs of practical application
Life and Earth sciences	-	2 hrs of practical application
Agronomy-Territories-Citizenship	-	3 hrs 30 mn (o/w 2 hrs 30 mn of practical application)
Artistic workshops	72 hrs per year	72 hrs per year
Social and cultural practices	72 hrs per year	72 hrs per year
Electives: 2 maximum		
	PREMIÈRE	TERMINALE
Latin	3 hrs	3 hrs
Greek	3 hrs	3 hrs
Modern language 3	3 hrs	3 hrs
Physical education and sport	3 hrs	3 hrs
Arts	3 hrs	3 hrs
Equestrian science and equestrianism	3 hrs	3 hrs

#### **5.13.2.2.3. Timetable of the literary series**

Mandatory courses		
	PREMIÈRE	TERMINALE
French and literature	6 hrs (o/w 1 hr, class split into two groups)	-
Philosophy	-	8 hrs
Literature	-	4 hrs
History and geography	4 hrs	4 hrs
Modern language 1	3 hrs 30 mn (o/w 1 hr, class split into two groups)	3 hrs (o/w 1 hr, class split into two groups)
Modern language 2	2 hrs (o/w 1 hr, class split into two groups)	2 hrs (o/w 1 hr, class split into two groups)
or		
Latin	3 hrs	3 hrs
Mathematics-computer science	2 hrs (o/w 1 h, class split into two groups)	-
Scientific education	1 hr 30 mn, class split into two groups	-
Physical education and sport	2 hrs	2 hrs
Civic, legal and social education	30 mn, class split into two groups	30 mn, class split into two groups
Supervised individual project	2 hrs	-
Class life course	10 hrs per year	10 hrs per year

Choice of 1 between:		
	PREMIÈRE Choice of mandatory courses	TERMINALE Specialisation courses
Latin	3 hrs	3 hrs
Greek	3 hrs	3 hrs
Modern language 1	2 hrs	2 hrs
Modern language 2	3 hrs	3 hrs
Modern language 2	2 hrs (o/w 1 hr, class split into two groups)	2 hrs (o/w 1 hr, class split into two groups)
Modern language 3	3 hrs	3 hrs
Mathematics	3 hrs (starting in the 2003-2004 school year)	3 hrs (starting in the 2004-2005 school year)
Arts	5 hrs, (o/w 1 hr, class split into two groups) 8 hrs for circus performance arts	5 hrs, (o/w 1 hr, class split into two groups) 8 hrs for circus performance arts
Artistic workshops	72 hrs per year	72 hrs per year
Electives: 2 maximum		
	PREMIÈRE	TERMINALE
Latin	3 hrs	3 hrs
Greek	3 hrs	3 hrs
Modern language 3	3 hrs	3 hrs
Physical education and sport	3 hrs	3 hrs
Arts	3 hrs	3 hrs

### 5.13.2.3. Timetable for technological courses in *première* and *terminale* classes of General and Technological Education *Lycée – Technological branch*

Note – Given the large variety of specialisations in each of the seven series (see 5.11.) of the technological branch, the timetables of the four major series are shown below. For more detailed information, please refer to the bibliography section of Eurybase.

### **5.13.2.3.1. Timetable for the Healthcare and social science and technology (ST2S) series**

<b>Mandatory courses</b>		
	<b>PREMIÈRE</b>	<b>TERMINALE</b>
Healthcare and social science and techniques	3 hrs + (3 hrs of guided study + 3 hrs of practical application)	4 hrs + (3 hrs of guided study + 3 hrs of practical application)
Human biology and physiology	3 hrs + (1 hr of practical application)	4 hrs + (2 hrs of practical application)
French	2 hrs + (1 hr of guided study)	-
Philosophy	-	1 hr + (1 hr of guided study)
Physics and chemistry	1 hr 30 mn + (1 hr 30 mn of practical application)	2 hrs + (1 hr of practical application)
Mathematics	2 hrs + (1 hr of guided study)	2 hrs 30 mn + (30 mn of guided study)
Modern language 1	2 hrs	2 hrs (*)
History and geography	1 hr 30 mn	1 hr 30 mn
Physical education and sport (EPS)	2 hrs	2 hrs
Class life courses	10 hrs per year	10 hrs per year
Artistic workshops	72 hrs per year	72 hrs per year
<b>Electives</b>		
Modern language 2 (foreign or regional)	2 hrs	2 hrs

### **5.13.2.3.2. Timetable of the STI series (industrial sciences and technologies)**

There are several specialisations in this series, including:

- Mechanical engineering
  - option: integrated automation of production processes
  - option: motorised systems
  - option: metallic structures
  - option: wood and associated materials
  - option: flexible materials
  - option: micro-technique
- Materials engineering
- Electronic engineering
- Electro-technical engineering
- Civil engineering
- Energy engineering
- Decorative arts

Example: timetable of the “electronic engineering” specialisation:

Mandatory courses		
	PREMIÈRE	TERMINALE
Construction studies (mechanics and construction)	5 hrs (o/w 1 hr of guided study and 2 hrs of practical application) or 5 hrs (o/w 4h of guided study and practical application)	4 hrs 30 mn (o/w 1 hr of guided study and 2 hrs of practical application)
Study of technical systems in industry (electronic systems, automated systems, information systems))	4 hrs of practical application and 4 hrs of technological activities: work group teaching structure	10 hrs (o/w 4 hrs of practical application) and 5 hrs of technological activities: work group teaching structure
Physical science and applied physics	7 hrs (o/w 3 hrs of practical application)	8 hrs (o/w 4 hrs of practical application)
Mathematics	3 hrs (o/w 1 hr of guided study)	4 hrs (o/w 2 hrs of guided study)
French	3 hrs (o/w 1 hr of guided study)	-
Philosophy	-	2 hrs (o/w 1 hr of guided study)
Modern language 1	2 hrs	2 hrs
History and geography	2 hrs	-
Physical education and sport	2 hrs (c)	2 hrs (c)
Modules	2 hrs	-
Class life courses	10 hrs per year	10 hrs per year
Artistic workshop	72 hrs per year	72 hrs per year
Electives		
Modern language 2 (foreign or regional)	2 hrs	2 hrs
Physical education and sport	3 hrs	3 hrs
Arts	3 hrs	3 hrs

#### **5.13.2.3.3. Timetable of the STL series (laboratory science and technology)**

The STL series offers the following specialisations:

- Laboratory physics and physics of industrial processes
  - option: optics and physics-chemistry
  - option: monitoring and regulation
- Laboratory chemistry and chemistry of industrial processes
- Biochemistry-biological engineering

Timetable for the biochemistry-biological engineering specialisation



Mandatory courses		
	PREMIÈRE	TERMINALE
Biochemistry	7 hrs o/w 1 hr of guided study and 4 hrs of technological activities (work group teaching structure)	7 hrs o/w 4 hrs of technological activities (work group teaching structure)
Microbiology	5 hrs or 6 hrs of technological activities (work group teaching structure)	6 hrs o/w 4 hrs of technological activities (work group teaching structure)
Human biology	-	5 hrs 30 mn o/w 2 hrs of technological activities (work group teaching structure) and 30 mn of guided study
Physical science	7 hrs o/w 4 hrs of technological activities (work group teaching structure)	6 hrs o/w 3 hrs of technological activities (work group teaching structure)
Mathematics	3 hrs o/w 1 hr of guided study	2 hrs
French	3 hrs o/w 1 hr of guided study	-
Philosophy		2 hrs o/w 1 hr of guided study
Modern language 1	2 hrs	2 hrs
History and geography	2 hrs	-
Physical education and sport	2 hrs	2 hrs
Modules	2 hrs	
"Class life" courses	10 hrs per year	10 hrs per year
Artistic workshop	72 hrs per year	72 hrs per year
Electives		
Modern language 2 (foreign or regional)	2 hrs	2 hrs
Physical education and sport	3 hrs	3 hrs
Arts	3 hrs	3 hrs

() Class times in brackets are for classes that are split into two groups

#### **5.13.2.3.4. Timetable for the management science and technology (STG) series**

Within the STG series there are two specialities for the *première* class:

- Communication;
- Management.

These specialities are divided into four specialities in *terminale* class:

- Human resources communication and management;
- Marketing;
- Business accounting and finance;
- Information system management.

Mandatory courses						
	PREMIÈRE		TERMINALE			
	communication	management	Human resources communication and management	marketing	Business accounting and finance	Information system management
Economy-law	3 + (1)	3 + (1)	3 + (1)	3 + (1)	3 + (1)	3 + (1)
Communication and organisation	2 + (3)	1 + (2)	-	-	-	-
Information and management	2 + (1)	3 + (2)	-	-	-	-
Organisational management	1 + (1)	1 + (1)	3	3	3	3
French	2 + (1)	2 + (1)	-	-	-	-
Philosophy	-	-	1 + (1)	1 + (1)	1 + (1)	1 + (1)
Mathematics	3	3	2	3	3	3
Modern language 1 and 2	5	5	6	5	5	5
History and geography	2	2	2	2	2	2
Physical education and sport	2	2	2	2	2	2
"Class life" course	10 hours					
Artistic workshop (optional)	72 hours					
Human resources communication and management	-	-	4 + (4)	-	-	-
Marketing	-	-	-	4 + (4)	-	-
Business accounting and finance	-	-	-	-	4 + (4)	-
Information system management	-	-	-	-	-	4 + (4)
Electives (2 maximum)						
Regional languages	2	2	2	2	2	2
Physical education and sport	3	3	3	3	3	3
Arts	3	3	3	3	3	3

() Class times in brackets are for classes that are split into two groups;

### 5.13.3. Study programmes, subjects and number of hours, professional *lycée*

The school year is scheduled to last 36 weeks (education code), including class time at school, company internships and the test period in *terminale*. Class time and company internships are specified in the timetable. Class programmes for the CAP, BEP and professional *baccalauréat* include mandatory courses and electives. Schools can offer optional activities and courses as specified for each timetable. Pupil schedules must not exceed 8 hours a day and 35 hours a week.

Different timetables organise courses in vocational *lycée*:

- the curriculum leading to the different CAP specialties is organised in 3 timetables,
- the curriculum leading to the different vocational *baccalauréat* specialties is organised in 2 timetables.

Each diploma specialisation has its own timetable. The number of hours for each course is the number of hours for the cycle or the year. The weekly timetable for each course is given as a general rule, but it can vary over the course of the year as long as the total number of hours for the year is respected. Some courses are taught to a full class and/or in smaller groups. Conditions for splitting a class into two groups (teaching partially provided in full classes and in small groups) vary with the timetables, subject areas and/or professional sectors. Furthermore, one or more multi-disciplinary professional projects (PPCP) – (see 5.14.2.2.) are carried out during the CAP and vocational *baccalauréat* cycles.

See also 5.2.4. on the three-year vocational *baccalauréat*

Organisation and timetables for vocational "baccalauréat" at the higher secondary education level

#### 5.13.3.1. Organisation and number of hours in preparation for the CAP

The *formation en milieu professionnel* (FMP), or in-company training period, can last 12, 14 or 16 weeks, divided into two equal parts over the first and second years. In order to give them the same number of class hours as pupils doing a 12- or 14-week training period, pupils doing a 16-week training period have an additional 30 mn per week of French, history-geography and mathematics, plus an additional 1 hr per week of technological and professional courses. The annual number of hours dedicated to the multi-disciplinary vocational project (PPCP) varies depending on the length of workplace training periods (PFMP) from 99 hrs for a 12-week PFMP to 92 hrs for a 16-week PFMP. Some of these hours are automatically pre-allocated to certain subjects.

Mandatory courses		
	First year	Second year
French, history-geography	3 hrs 30 mn (1 hr 30 mn + 1 hr 30 mn + 30 mn)	3 hrs 30 mn (1 hr 30 mn + 1 hr 30 mn + 30 mn)
Mathematics- sciences (1)	3 hrs 30 mn (1 hr 30 mn + 2)	3 hrs 30 mn (1 hr 30 + 2)
Modern language	2 hrs (1 + 1)	2 hrs (1 + 1)
Applied arts and artistic cultures	2 hrs (1 + 1)	1 hr 30 mn (1 + 30 mn)
Physical education and sport	2 hrs 30 mn	2 hrs 30 mn

Career and life in society	1 hr (0 + 1)	1 hr 30 mn (1 + 30 mn)
Technological and professional courses	18 hrs (3 + 13 hrs 30 mn + 1 hr 30 mn)	18 hrs (3 + 13 + 2)
Civic, legal and social education	30 mn (0 hr + 30 mn)	30 mn (0 + 30 mn)
Personalised assistance	1 hr	1 hr
<b>Electives</b>		
Artistic expression workshop	2hrs	2 hrs
Physical education and sport workshop	2hrs	2 hrs

(1) Physics or applied science depending on the specialisation, in compliance with the ministerial order on creation of diplomas

### **Minimum number of hours**

The first number corresponds to the full class, the second to smaller groups when the number of pupils is sufficient, and the third to the PPCP. This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

This number is given as an indicator to facilitate the calculation of the overall number of hours. The number refers in no way to the weekly organisation of the course timetable.

### **Vocational training qualification (CAP)**

#### **5.13.3.2. Organisation and timetable for the education provided in training establishments with school status leading to vocational *baccalauréats***

The order of 10-2-2009 (special BO issue no. 2 of 19 February 2009) defines the new timetables of the compulsory vocational and general courses provided to all pupils in training establishments leading to a vocational *baccalauréat* in three years.

The compulsory courses stipulated include:

- vocational courses corresponding with the specialty of the vocational *baccalauréat* prepared for;
- general courses also corresponding with the specialisation, a part of which is at the discretion of the institution;
- core general courses common to all specialisations.

Project activities are included in the pupils' timetable.

A 22-week period in a professional environment during the cycle is also stipulated.

Two timetables are established: one for the specialisations which involve a physics and chemistry course, the other for those which involve a Modern Language 2 course:

**Timetable 1. For the specialisations which involve a physics and chemistry course**

Cycle duration: 84 weeks in addition to a 22-week training course in a professional environment (PFMP) and 2 weeks of exams.

Disciplines and activities	Number of hours – 3-year cycle	Average number of hours per year (indicative)
<b>I – Compulsory courses including project activities</b>		
Vocational and general courses corresponding with the specialisation		
Vocational courses	1,152	384
Economics-management	84	28
Prevention-health-environment	84	28
French and/or mathematics and/or modern language and/or physics and chemistry and/or decorative arts	152	50
<b>General courses</b>		
French, history-geography, civic education	380	126
Mathematics Physics and chemistry	349	116
Modern language	181	60
Decorative arts – artistic culture	84	28
PE	224	75
Total	2,690	896
<b>II – Personalised support</b>	210	70

**Timetable 2. For the specialisations which involve a Modern Language 2 course**

Cycle duration: 84 weeks in addition to a 22-week PFMP and 2 weeks of exams.

Disciplines and activities	Number of hours – 3-year cycle	Average number of hours per year (indicative)
<b>I - Compulsory courses</b> including project activities		
Vocational and general modules corresponding with the specialisation		
Vocational modules	1,152	384
Prevention-health-environment	84	28
French and/or mathematics and/or modern language and/or decorative arts	152	50
<b>General courses</b>		
French, history-geography, civic education	380	126
Mathematics	181	60
Modern languages (1 and 2)	349	116
Decorative arts – artistic culture	84	28
PE	224	75
Total	2,606	868
<b>II- Personalised support</b>	210	70

The new timetables leave significant leeway for local organisation and adaptation for:

- the weekly and annual breakdown of general education disciplines;
- the breakdown of the courses within the time period of vocational courses (1,152 hrs) and the time period of general courses corresponding with the specialisation (152 hrs);
- the breakdown of the 22 training weeks in a professional environment (PFMP) over the three years of the cycle;
- the breakdown of the additional teaching hours for activities carried out in small groups; the number of teaching hours is allocated to the institution as a whole, for the vocational *baccalauréat* sections, according to the number of pupils;
- the definition and scheduling of personalised support actions;
- the definition and planning of projects over part of the cycle or year.

See also 5.2.4. on the reform of the vocational branch

## 5.14. Teaching Methods and Materials

### 5.14.1. Teaching methods and materials at the lower secondary education level

Teachers in *collège* are given a considerable amount of free reign when it comes to teaching methods as long as they respect the major objectives of the **national education programmes**. Article L311-3 of the Education Code provides a definition of school programmes: "The programmes define, for each cycle, the essential knowledge that must be acquired during this cycle as well as the methods which must be assimilated. They constitute the national framework within which teachers structure their teaching, taking into account the learning capability of each pupil." In addition, the programmes are a result of a long creation process, punctuated by drafting, discussion and consultation phases. The content of a programme can only be adopted if it corresponds with all the guidelines defined and takes into consideration the expectations and demands of the different stakeholders of the educational system in the subject concerned. The drafting of a new programme remains the minister's decision, in accordance with ongoing reforms or the necessity to renew old texts. The High Council for Education (see 2.7.2.1.) outlines the major orientations and principles of the new programme, while guaranteeing the scientific validity of the content.

Finally, the use of information and communication technologies is emphasized in educational activities at the *collège* level. Under the government action programme to bring France into the information age (PAGSI), a *brevet informatique et internet* (computer and internet certificate [B2i](#)) has been created to support and validate teaching efforts in this area (see more about the B2i in 5.17.1.2.).

## **5.14.2. Teaching methods and materials at the higher secondary education level**

### **5.14.2.1. General and technological *lycée***

As at the lower secondary level, teaching methods are not imposed at the higher secondary level. Teachers are free to choose the methods they see fit as long as they respect the official programme.

### **5.14.2.2. Vocational courses**

Young people can prepare for vocational qualifications via two different procedures: vocational *lycée* or apprenticeship. The education provided in vocational courses, whether in a vocational *lycée* or via an apprenticeship, has many aspects in common with the general and technological courses: advanced education in the same general disciplines and the same preparation for citizenship.

Thus, vocational courses train young graduates and young citizens as do general courses. However, its vocational purpose means the use of specific methods and resources.

Two of these specific characteristics should be pointed out as they follow original practices with regard to both vocational *lycée* and apprenticeship courses: the editorial form of the reference documents for each diploma specialty and the certification procedures by continuous assessment.

#### **Reference documents**

The two reference tools of vocational teachers are the "reference document on vocational activities" and the "reference document on certification".

- the "reference document on vocational activities" describes the main activities covered by the jobs likely to be held by the graduates. It helps teachers improve their perception of the professional objectives of the qualification and the purpose of the course as well as imagining education or evaluation situations close to the professional reality.
- the "reference document on certification" describes the required professional skills and associated knowledge. It specifies the performance expected and constitutes the foundation of education and evaluation.

The editorial form of these reference documents strongly encourages teachers to carry out a reflection process on the definition of educational objectives and evaluation procedures. The education focuses not so much on content and the teacher's performance but on the pupil's activity and the specific logic of the learning process. The editorial form of these reference documents therefore facilitates the development of active education methods.

#### **Continuous assessment**

This is an evaluation with a view to certification, implemented by the instructors and aimed at:

- evaluating a number of required skills acquired in the institution and in the workplace without waiting for the end of the course,
- spreading the evaluation process over time,
- taking into account the diversity of situations, supports and places of training.

The examination tests for vocational diplomas include two certification procedures: a final assessment by one-off tests and continuous assessment.

Continuous assessment has made it possible to enhance the teachers' evaluation methods. It involves the specific organisation and management of the evaluations as well as a methodological approach subject to rules.

### **Education organisation in vocational *lycée***

Its unique characteristic lies in the fact that it is primarily provided in education institutions.

As with all *lycées*, the vocational *lycée* provides subjects, multi-disciplinary activities, personalised support and the possible integration into European modules. It offers the same *lycée* life conditions (council of *lycée* affairs) as the general and technological *lycée*. However, its organisation and educational content are specific:

Depending on the diploma (CAP, BEP, vocational baccalauréat) and duration of the education cycle (2 or 3 years), the total number of training hours, including the time spent in the workplace, ranges from 2,000 to 3,400 hours. General education time represents 35% to 45% of the total number of hours spent within the institution.

### **Discipline-based courses**

All vocational diplomas include:

- general subjects: humanities, history-geography, mathematics, sciences, modern language(s), applied arts – artistic culture, physical education and sport and "prevention, health, environment" subjects;
- theoretical and practical vocational subjects: they are specifically defined for each vocational specialty in terms of skills, knowledge and expertise to be acquired.

### **Multi-disciplinary activities**

Multi-disciplinary activities, notably project-based activities such as the vocational multi-disciplinary project (PPCP) have been implemented in the courses leading to vocational qualifications.

Project-based activities promote collaborations between disciplines. For example, the PPCP can consist of the full or partial realisation of a product or service, taking into account the professional sector and qualification level. It is based on the project approach and can encompass the communication, culture and citizenship domains. It is an ideal way to help pupils:

- develop work and research methods,
- develop initiative, team work, a sense of organisation, creativity, responsibility,
- reinforce the professionalism of their education,
- strengthen their motivation.

### **Training periods in the workplace (PFE) or in a professional milieu (PFMP)**

All vocational training courses include a training period in a professional milieu.

The duration of the training periods varies depending on the purpose of the diploma and specialty (12 to 22 weeks). These periods are compulsory and are evaluated and this evaluation is taken into consideration in the awarding of the diploma.

Responsibility for the training period is explicitly shared between the school and the company. Workplace activities are negotiated and listed (educational contract). The implementation of this



"contract" has enhanced the teachers' professionalism (ability to adapt the educational progress, use the pupils' workplace experience, personalise the education provided, prepare pupils for the objectives of the period, negotiate with the professionals, adapt to the company's constraints etc.).

### **Vocational education via apprenticeship**

An apprenticeship differs from the education provided in a vocational *lycée* in its educational rules and procedures which are the result of the apprentice's specific status. Apprenticeship combines employer training with education provided in an apprenticeship training centre (CFA). An apprentice is an employee with a specific work contract (apprenticeship contract) and therefore receives a salary, even when he/she is in the training centre. To become an apprentice, one must be aged 16 to 25 at the beginning of the contract. Alternating education and subjects based on alternating pedagogy are the main characteristics of an apprenticeship.

### **Alternating education**

An apprenticeship combines training with an employer and subjects provided in an apprentice training centre (CFA).

The company plays a prominent role in the training process as apprentices spend 60% to 75% of their time there. Apprentices are under the responsibility of apprentice masters who pass on to them their knowledge and expertise. They are responsible for the practical training of the apprentices, by entrusting them with production activities which they initiate and supervise.

Training in the CFA is shorter than that provided in *lycées*; conversely the time spent in the workplace is considerably greater. Training time in a CFA is at least 800 hours for the preparation for the CAP (Vocational Training Qualification) in two years and at least 1,850 hours for the preparation for the vocational *baccalauréat* in three years.

### **Discipline-based courses**

The programmes and examination tests are the same as those of pupils preparing for the same diplomas. However, the organisation of the subjects is left to the discretion of the CFA.

Two thirds of CFA training is devoted to general (French, mathematics, modern language, history-geography, physical education and sport etc.) and technological education (design, technology etc.). The remaining third is dedicated to practical education.

### **Alternating pedagogy**

While in vocational *lycées* the company completes and uses the training received in the institution, the CFA completes and uses the training received in the company. This is referred to as alternating pedagogy specific to an apprenticeship, characterised by:

- a focus on company training: CFA instructors use the workplace experience to design the educational progress;
- activities divided between the company and the institution based on a specific schedule;
- the complementarity of the CFA in terms of training: the CFA covers what cannot be done within the company;
- management and communication tools between the CFA, the company and the apprentice (apprenticeship book, observation sheets etc.).

## 5.15. Pupil Assessment

There are two methods of evaluation: diagnostic evaluations and *évaluations bilans*, or stock-taking evaluations.

The Assessment, Prospects and Performance Directorate (DEPP - *Direction de l'Evaluation, de la Prospective et de la Performance*) of the Ministry of National Education proposes and implements national evaluation tools.

With the help of national protocols and/or the bank of evaluation aid tools, **diagnostic evaluations** are created and made available to teachers by the DEPP. The use of the evaluations makes it easier to meet the individual needs of the pupils.

**Stock-taking evaluations** are the education system's guidance tools, helping officials in charge of educational policy make decisions at all levels.

These evaluations seek to provide through their various sections a sort of snapshot of a pupil's knowledge and skills at key moments of their educational journey: at the end of primary school and the end of *collège*. They have a very precise objective, which is to objectively compare the results obtained by the educational system to the goals established at important points in the school curriculum (end of primary school and end of *collège*). Regular use of the evaluations gives educational decision-makers feedback and comparative information over time.

### 5.15.1. Pupil assessment in lower secondary education

Some time in *collège*, each pupil is given an evaluation that will guide his future orientation in the school system. The teachers' council decides on the number of hours per week the pupils must spend doing individual work after school. Pupils must also regularly do work in class or at home that is individually marked and commented by the teacher. In addition, the work is usually corrected in class as well.

From the beginning of the 2009 school year, the acquisition of the knowledge and skills of the common foundation (5.4.) is evaluated in all *collèges* and throughout compulsory education years. Report sheets keep track of the progressive acquisition of knowledge and skills. They are compiled in the personal skills record book which monitors pupils throughout their school career. The validation of each skill of the common foundation concerns the entire teaching staff. The class teacher fills in the record book during a class council or at any other appropriate time during the year. At the end of *troisième* class, the head of the institution may or may not certify the acquisition of the common foundation. Furthermore, the acquisition of stage 3 of the common foundation ("principal elements in mathematics and scientific and technological culture") is required to obtain the national *brevet* diploma, which validates the completion of *collège* education (5.17.1.3.).

There is currently no regulatory framework for the grading system in *collège*. In practice, pupils are issued a report card each quarter listing a series of marks on their work, which is sent to the parents by the school's administration. For each subject area, the marks are accompanied by the teacher's comments on the pupil's work and progress. Parents are also given the opportunity to meet and talk with the teachers (especially the *professeur principal*) and vocational guidance counsellor, in addition to regular parent-teacher conferences.

The results of pupils in *4ème* and *3ème* are collected on a special school map in view of awarding the national [brevet](#) diploma.

In addition, at the beginning of the 2006/2007 school year, a "grade for everyday school behaviour" for pupils from the *sixième* to *troisième* classes was created. The grade for everyday school behaviour

was provided by the framework and programme law for the future of Education: it reflects the acquisition and learning of certain values of the Republic (respect for others, respect of the rules). Its objective is to give pupils behavioural references to help them integrate into society and become, once adults, good citizens. It also embodies the link between learning, school life and life in society. This grade for everyday school behaviour, calculated based on quarterly grades obtained in *troisième* class, was taken into account for the first time for the national *brevet* qualification in the 2007 session.

## **5.15.2. Pupil assessment in higher secondary education**

### **5.15.2.1. General and technological *lycée***

Pupil assessment throughout the year mostly takes the form of written tests, the frequency of which is left to the teachers' discretion. Alongside traditional tests, "mock examinations" are organised during the *terminale* year in order to train pupils more specifically for *baccalauréat* examinations. However, these tests are not systematic or binding.

Families are kept informed of their children's results via the quarterly report card, which contains the results and comments for the different disciplines.

### **5.15.2.2. Vocational *lycée***

Pupils in vocational *lycées* are evaluated primarily through a combination of final tests and training period controls that take into account the time spent in professional training.

*Contrôles en cours de formation* (CCF), or training period controls take place in the training establishment or professional environment and validate the same skills and knowledge that are verified by the final test for other candidates. Training period controls are based on evaluation situations determined by the diploma requirements. They are carried out by the trainers themselves and influence the school teachers' marks, with the final marks decided by panel.

#### **Evaluation of pupils preparing for the CAP (Vocational Training Qualification)**

The vocational training qualification (CAP) is awarded on the basis of the results obtained on final tests and/or training period controls (CCF).

- In accordance with the general rules of the diploma (French Education code), the CAP exam can include no more than 7 mandatory exercises.
  - The exam involves three general exercises (French & history-geography, mathematics, and physical & athletic education) and three or four professional exercises.
  - For pupils and apprentices (in apprentice training centres – CFA - or sections d'[apprentissage](#) (SA), or *apprentissage* sections) authorised for CCF, at least four of the mandatory tests (including the three general tests) must be evaluated by CCF. The other exercises are evaluated by final tests or CCF.
  - Individual candidates and apprentices not mentioned above are evaluated by final tests.

Individual candidates and apprentices not mentioned above are evaluated by final tests. The content and duration of the tests are established by the regulatory requirements for each diploma specialisation.

The exam schedule is set by the *recteur* and *inspecteur d'académie*.

### **Evaluation of pupils preparing for the vocational *baccalauréat***

Each specialisation under the vocational *baccalauréat*, designed in close cooperation with members of the professions through professional consulting committees (both management and labour are very particular about the preparation of professional exams), is created by a ministerial order and includes a certain number of annexes: list of professional activities required for the diploma, list of certification requirements, exam regulations and testing procedures. To facilitate the process of certification and validation of acquired skills [VAE](#), (see 5.17.2.3.), the list of certification requirements is divided into general and vocational units, each representing a coherent group of knowledge and skills.

The exam contains one group of tests, involving seven mandatory exercises that can include an unlimited number of sub-exercises:

- Four general tests (French & history-geography, modern language, art education & applied arts, and physical & athletic education),
- Three professional tests (scientific & technical exercises, technology or professional technique, and an exercise reflecting the pupil's professional training),
- An optional test, chosen by the pupil out of two proposals (usually modern foreign language or hygiene-prevention-rescue).

The choice of language is the same as on the general *baccalauréat*.

The reform of the vocational branch implemented in 2009 stipulates the evaluation of new disciplines in the final exam: this relates to the "prevention-health-environment" discipline and modern language 2 for the vocational *baccalauréats* of the "services" sector.

The tests involve one or more units that are validated by sub-exercises. The average number of units is eleven, five of which are general.

The evaluation differs in terms of the candidate's status:

- A combination of final tests given at the end of the training period (at least one) and CCF exercises (at least three) for school candidates in public establishments or private establishments under contract, apprentices in apprentice training centres, and interns in further professional training programmes in public establishments;
- All tests by CCF for candidates in further professional training programmes in qualified public establishments;
- Only final tests for all other candidates.

The diploma is awarded to candidates who obtain an average mark of at least 10/20 on all exercises, with all marks added together and divided by the number of exercises. Special mentions can be earned. Candidates obtaining an average mark of between 8/20 and 10/20 receive a *certificat de fin d'études secondaires*, or certificate of completion of secondary professional studies.

On request, candidates who do not pass the exam may keep for five years the marks of 10/20 or more obtained on tests or units validated by sub-exercises. Those who opted to take the exam over several sessions may postpone the marks under 10/20.

## **5.16. Progression of Pupils**

The procedures for graduating from one class to the next in *collège* are defined in the French education code, legislative (L331-8) and regulatory section (D331-23 and subsequent).

Based on the stock-taking evaluation, the parents on behalf of the pupil or the pupil himself (if legally an adult) request to graduate to the next class (or ask for guidance) or retake the current class. The request is considered by the class council, which takes into account all information provided by its members and recommends the pupil graduate to the next class or retake the current class. When the council's decision matches the requests, the head of the establishment informs the parents. When they do not, the head of the establishment meets with the pupil's parents, shares the council's recommendations and listens to their observations; the pupil then makes a decision. If the disagreement persists, the parents or pupil, if he/she is over 18, can appeal to an appeal committee chaired by the *inspecteur d'académie*, director of national Education departmental services. This committee has the final say.

From the beginning of the 2010 school year, this provision will be modified under the *lycée* reform which introduces "refresher courses" to avoid repeats. Article D331-32 and subsequent articles of the French education code allow pupils to avoid repeating a class when they commit to taking these courses.

After the *troisième* class, pupils can choose to enrol in a general and technological *lycée* or a vocational *lycée* (vocational *baccalauréat* in 3 years or CAP in 2).

After a year of *seconde* (first year of *lycée*), pupils may graduate to the next class in a general or technological series (see 5.11.), or retake the year, or in some rare cases choose to enrol in a vocational *lycée*.

In the second quarter of the *seconde* year, the pupil and his parents state the pupil's provisional orientation plans. The class teacher (with help from the vocational guidance counsellor- psychologist) can be asked to assist. In the third quarter, the family turns in a final written request for the series the pupil intends to take in *première*, in order of preference.

These procedures, in combination with the pupil's school results and other evaluation methods, help the class council make its recommendations for the series offered in *première*. The head of the establishment has the final say, after consulting with the family in case of disagreement. If the disagreement should persist, their parents have the option of appealing under the same conditions that apply to *collège*.

Furthermore, in the vocational *lycée*, pupils having completed the "training cycle" leading to the CAP in two years can decide, rather than entering the labour market, to continue studying with a view to preparing for a vocational *baccalauréat*. The teachers and class council express their opinion on the decision to continue in school made by the pupil and family, if the pupil is a minor. It is especially important to know the profile of each pupil before making a decision on the pupil's choice of orientation.

In order to give pupils wishing to enter the technological branch of study every chance of success, the pupils are steered towards adaptation *première* classes, which help refresh the skills they need before beginning a technological *terminale*, no matter what their educational background.

Registration in a professional *première* or an adaptation *première* are solutions drawn from pupil assignment committees, which take into account both the candidate's wishes and programme availability.

## 5.17. Certification

### 5.17.1. Certification in lower secondary education

Nationally recognised diplomas and qualifications can be awarded to *collège* pupils.

- *Certificat de formation générale* (CFG or general training certificate)
- Computer science and Internet *brevet* (B2i)
- National *brevet* diploma (DNB)

#### 5.17.1.1. Certificat de formation générale (CFG)

The general training certificate (CFG) validates the proficiency acquired in general knowledge domains (French, mathematics, social and professional life). This diploma is intended for the pupils of adapted general and vocational education classes (SEGPA) and Regional adapted education institutions (EREA) (see 10.5.3.), as well as 16-25 year olds or adults who have embarked on an alternating training action in a social and vocational integration or continuing education establishment. Candidates are evaluated based on the programmes and reference systems of the vocational training qualifications (CAP).

#### 5.17.1.2. Computer Science and Internet *brevet* (B2i)

The Computer science and Internet *Brevet* attests to the level acquired by pupils in the command of multi-media and Internet tools. It assesses pupils' skills in the following five domains:

- Thorough knowledge of a digital working environment
- Adopt a responsible attitude
- Data creation, production, processing, usage
- Be informed, search for documents
- Communicate, exchange

There are three B2i levels, the first concerns primary school pupils, the second *collège* pupils and the third *lycée* and apprentice training Centre pupils.

#### 5.17.1.3. National *brevet* diploma (DNB)

Education at the end of *troisième* (*collège*) classes is validated by the national *brevet* diploma, created in 1987. It is awarded based on the average marks obtained during the continuous evaluation process throughout the *troisième* year, as well as on a written exam involving 3 tests:

- French (coefficient 2)
- Mathematics (coefficient 2)
- History-geography-civic education (coefficient 3).

In order to pass the examination, all candidates must obtain a general average of 10 out of 20 for all the results.

For certain candidates, the qualification award procedures will be adapted: disabled pupils; adults in continuing education; pupils in international sections; candidates from bilingual sections (French-regional language) and candidates from agricultural education.

In addition, the framework law of 23 April 2005 gave a new dimension to the national *brevet* diploma. "The national *brevet* diploma validates the education acquired after *collège* or equivalent classes located in other institutions. It attests to the command of knowledge and skills defined in article L. 122-I-1, integrates the results of physical education and sport and takes into account, according to the conditions determined by decree, other courses taken by pupils according to their abilities and interests. It includes a "school behaviour" grade. Honours will be awarded to the pupils who distinguish themselves by the quality of their results.

Merit scholarships, in addition to the schooling aid stipulated in title III of book V, are granted, based on the family's income and according to the conditions determined by decree, to graduates with honours or other deserving pupils" (Education code, article L332-6).

Since the 2006 session, the national *brevet* diploma award procedures have included:

- the awarding of honours resulting in merit scholarships for pupils already benefiting from social criteria scholarships,
- the consideration of the option and vocational discovery module in the continuous evaluation process,
- pupil assessment during the *troisième* class only.

Since the 2007 session:

- the school behaviour grade is taken into account.

At the 2008 session, the assessment of the command of the [common foundation](#) skills is introduced for the first time. Two skills are taken into account for the award of the national *brevet* diploma to school candidates:

- the awarding of the Computer science and internet *brevet* (B2i),
- the A2 level of the common European framework of reference in a modern foreign language.

These two skills are now required on top of the average grade obtained between the written tests of the final examination and the continuous evaluation. To enable teachers to fully adopt the common foundation, the provisions relative to its consideration in the award of the *brevet* will only apply from the 2011 session. For the 2010 session, only level A2 in a modern foreign language and the B2i computer science *brevet* will be required to obtain the diploma. In addition, a verbal art history evaluation (the teaching of art history in *collège* was introduced at the beginning of the 2009 school year – see 5.13.1.) is being tested in all *collèges*. The mark obtained in the verbal art history evaluation is given a coefficient 2.

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### 5.17.2. Certification in higher secondary education

The *baccalauréat* constitutes the validation of secondary education as well as the first university grade as it is required for higher education.

It was created by the decree of 17 March 1808: it was originally an examination validating general and academic disciplines (Greek, Latin, rhetoric, history, philosophy). Since then, it has undergone many transformations, the most recent ones being the creation in 1968 of the technological *baccalauréat* and that of the vocational *baccalauréat* in 1985.

This diversification of the *baccalauréat* was accompanied by a spectacular increase in the number of graduates, from 15,000 in 1930 to 537,000 in 2009. The success rate reached 86% (all *baccalauréats* combined).

Not all *baccalauréats* have the same purpose. The general *baccalauréat* and the technological *baccalauréat* are clearly focused on the pursuit of higher education (university, preparatory classes for *grandes écoles*, higher technician sections, university institutes of technology etc.), while the vocational *baccalauréat* is a qualification designed for integration into working life.

The objective of 80% of a given generation reaching *baccalauréat* level stipulated by the framework law of 1989 is reiterated by the framework and programme law for the future of school of 23 April 2005.

The rate of *baccalauréat* holders in relation to the generation currently amounts to 66%.

### 5.17.2.1. General and technological *lycée*

Courses taken in general and technological *lycées* are validated by the general or technological *baccalauréat* examination.

#### **Different tests:**

The *baccalauréat* includes compulsory written and oral tests with different coefficients depending on the series. It also includes optional tests. Tests generally relate to the official programmes of *terminale* classes of *lycées* (see 5.13.). The vast majority of the tests are one-off tests sat at the end of the *terminale* year. Certain tests are organised early on during the *première* year, such as French or individual school projects (TPE).

A few tests however consist of continuous evaluation, such as physical education and sport (all series), the assessment of experimental ability in physical sciences and life and earth sciences (S series) and oral expression in modern languages as part of the "management science and technology" technological series (STG).

The *baccalauréat* includes two types of tests:

- Group one tests (written, oral, practical depending on the series). After these tests, the candidates with an average below 8/20 are failed. Those with an average of 10/20 or more are definitely admitted. Those with an average between 8/20 and 10/20 are permitted to sit the so-called group two tests.
- Group two tests, also known as "second chance" tests, relate to two oral tests chosen by the candidate from the written examinations taken early on during the *première* or *terminale* year. The candidate is admitted if he/she obtains an average of 10/20 or more in these oral tests.

**Special honours** of *assez bien* (AB, fairly good), *bien* (B, good) and *très bien* (TB, very good) are awarded to candidates who obtain their *baccalauréat*, according to the average grade. The rule is as follows: *mention AB*: average greater than or equal to 12 and lower than 14; *mention B*: average greater than or equal to 14 and lower than 16; *mention TB*: average greater than or equal to 16.

During their deliberations, the panels use the school record book to help them assess the candidate: this record book includes, for the two *première* and *terminale* years, the average grades per discipline



as well as teachers' benchmarked evaluations. The careful examination of this document by the panels is particularly significant when the average grade obtained by a candidate is close to the level which determines a result (authorisation to take group two tests, definitive admission, honours award).

The certificate validating the end of their secondary studies (CFES, or *certificat de fin d'études secondaires*), created by a decree of 29 September 1962, is awarded to the candidates who have obtained, in both groups of tests, an average of at least 8/20. The CFES is issued by the *recteur* of the *académie* where the candidate sat the *baccalauréat* tests. It does not automatically entitle the candidate to continue with higher education.

### **Session and jury organisation**

It takes months of preparation to **organise the *baccalauréat***, the responsibility of which is incumbent upon, on the one hand, the central administration of the ministry and national education inspectorate bodies and, on the other, the different decentralised services, in particular the *rectorats*.

The examination is held each year generally from mid-June to early July in one session, organised each year at the dates set by the Minister in charge of national Education. A supplementary session is held in September, under the same conditions, for candidates who were unable to take the examination at the end of the school year in part or in whole for reasons beyond their control, for which proof must be provided

The panels are put together academically by the *recteur*. The chairman of each panel is a member of the higher education community, the vice-chairman is a *professeur agrégé* from the secondary sector. Examiners have to have a certain level of accreditation and teaching experience in *terminale* classes.

The sovereign nature of the panel guarantees its independence. The decisions of the panel are final. No intervention or appeal can reconvene the panel or modify its decision provided this decision has been made in compliance with the regulations.

### **Definition and choice of examination papers**

The tests handed out to the candidates are the result of a process begun over one year beforehand. The ministry divides the definition of the tests for each discipline for the following year's session between the academies. In each academy, examination departments set up committees in charge of selecting the tests, jointly chaired by a general inspector of national Education and a scholar. The members of these committees are *lycée* teachers, appointed by the *recteur*, further to the proposal of the regional pedagogical inspector concerned. The composition and proceedings of these committees are strictly confidential. Each committee draws up several tests. Each test is then submitted separately to two teachers (who have not participated in the committee proceedings) who must sit the test in less time than is awarded to the candidates on the day of the actual examination. These teachers, called "test teachers", give their opinion on the feasibility and relevance of the test and detect possible errors. If necessary, the tests are amended to take into account the opinion of the test teachers. For each test, the two co-chairs of the committee prepare and communicate a dossier to the *recteur* of the academy, made up of a test drafted in its final form, the reports of the test teachers and a report by the co-chairs attesting to its compliance with the current regulation and proposing its application. Subsequently, the *recteur* makes the final choice of tests and their application. The "final version" of the tests is signed by the general inspector and the scholar who chair each committee. The academy in charge of drawing up the test sends it to all other academies. Finally, a few days before the examination, the tests are sent to the examination centres and stored in the principal's safe (head of the *lycée*) until the time of the examination.

### 5.17.2.2. Vocational *lycée*

In France, vocational diplomas are valid on a national scale. They are classified by level, from level V (first qualification level) to level I, which corresponds with the highest qualifications.

The vocational diplomas awarded by the ministry of national Education are at levels V and IV of the French classification. They are recorded in the national Registry of vocational certifications.

They are developed and regularly renovated in consultation with the professional environment within national bodies called “industrial advisory committees”.

They all require the acquisition of vocational as well as general knowledge and skills.

#### Principal diplomas prepared for in vocational *lycée*

In vocational *lycées*, the main diplomas granted are the **CAP (Vocational Training Qualification)** and the vocational ***baccalauréat***.

As with all vocational diplomas, they are obtained via initial vocational education in vocational *lycée* (with school status) or via apprenticeship. They can also be obtained via continuing vocational education. Furthermore, as part of the validation of acquired skills (VAE), anyone engaged in working life for at least three years can also obtain “all or part of a vocational diploma or qualification” by validating the skills acquired in their professional experience, which includes volunteer work. See 5.17.2.3. hereafter.

#### Certificat d'aptitude professionnelle (CAP or Vocational Training Qualification)

This is the oldest vocational diploma, created in 1911. It attests to a basic level of qualification, providing its holders with a skilled worker or employee qualification.

Focusing on the acquisition of practical know-how, it promotes immediate vocational integration.

The CAP includes more than 200 specialties for artisan, production and service trades.

Part of initial vocational education, it lasts two years following the final *collège* class.

The primary purpose of this diploma is integration into working life but it also enables the pursuit of studies to obtain a vocational ***Baccalauréat***.

#### The CAP can be prepared for:

- in school, in vocational *lycées* (LP) or private technical education institutions. The exam is taken at the end of a two-year course. Certain specialisations are also taken during the vocational *baccalauréat* course;
- via apprenticeship, in public or private apprentice training centres (CFA) or apprenticeship sections (SA). Certain specialisations are also taken during the vocational *baccalauréat* course;
- via continuing vocational education, designed for adults already engaged in working life.
- The CAP exam can also be taken by adult candidates who have not taken a course.

#### Exam procedures

The examination consists of a maximum of seven tests.

Depending on the applicant (school pupils, apprentices, continuing education trainees) and institution category (public or private under contract, apprentice training centres and apprenticeship sections whether or not authorised to perform continuous assessment, private without contract, public continuing education institutions):

- there can be an overall (the applicant sitting all tests in one session) or progressive examination (the applicant choosing the tests he/she wishes to sit at each session),
- the assessment method can be selective or continual.

### Vocational *baccalauréat*

Created in 1985, it attests to the holder's ability to perform a highly qualified professional activity.

The vocational *Baccalauréat* includes 70 specialties in extremely varied (commercial, services, food industry, maintenance, secretarial work, accounting, construction, agriculture etc.) and specific domains (watch making, jewellery, fashion, etc.).

Part of initial vocational education, it lasts three years following the final *collège* class or two years following a CAP.

The primary purpose of the vocational *baccalauréat* is integration into working life but, as with all other types of *baccalauréat* in France, it also enables the pursuit of higher education studies.

### The vocational *baccalauréat* can be prepared for:

- in school, in *lycées*, primarily vocational *lycées* and agricultural vocational *lycées*, or private technical education institutions;
- via apprenticeship, in public or private apprentice training centres (CFA) or apprenticeship sections (SA);
- via continuing vocational education, designed for adults engaged in working life.

The standard course duration is three years including a significant training period in a professional milieu (generally 22 weeks).

This duration can be modified by a positioning procedure, which enables an applicant to benefit, following a decision made by the *recteur* and depending on his/her diplomas, studies or work experience, from a reduced or longer education period.

### **Exam procedures**

The examination consists of 7 compulsory tests. A test can include one or several units, in which case each unit comes with a sub-test.

Depending on the applicant (school pupils, apprentices, continuing education trainees) and institution category (public or private under contract, apprentice training centres and apprenticeship sections whether or not authorised to perform continuous assessment, private without contract, public continuing education institutions):

- the exam can be organised globally (the applicant sits all tests in one session) or progressively (the applicant chooses the tests he/she wishes to sit at each session),
- the assessment method can be selective or continual.

An oral control test is stipulated for all applicants who have obtained an average general score equal to or greater than 8 and lower than 10 out of 20 and a score equal to or greater than 10 out of 20 in the test assessing professional ability.

### **Other specialisation vocational diplomas**

#### *Mention complémentaire* (MC or additional specialisation)

Provides a specialisation in certain domains. It lasts one year following certain types of CAP and vocational *baccalauréat* and includes 20 specialties.

### Vocational *brevet* (BP)

This is a vocational diploma attesting to a high qualification and ability in business management. It includes 60 specialties focusing on very specific trades (carpenter, chef, florist, stylist / beautician etc.). It does not grant access to higher education. It is not prepared for in a school institution but via apprenticeship or continuing education.

### Brevet in artistic professions (BMA)

Lasts two years following a CAP in artistic professions. Trained in innovation and the preservation of traditional techniques, approximately 1,500 young people prepare for one of the thirteen specialties of this diploma (gilding, jewellery, book binding, glassware, ceramics, graphic arts, tapestry, embroidery, joinery etc.). BMA holders can work on works of art which are part of the national heritage.

## **5.17.2.3. Special cases**

Article L335-5 of the education code, instituted after the social modernization law of 17 January 2002, recognizes that engaging in a professional activity gives a person the opportunity to obtain skills and knowledge that have the same value as those obtained in a traditional school setting. Thus, professional activity is considered a legitimate source of knowledge acquisition. The value attributed to this acquired knowledge is validated by the corresponding diploma or the related units of the diploma. This **validation des acquis de l'expérience (VAE)**, or validation of acquired experience, applies to anyone who has practiced a professional activity related to the diploma to be obtained for at least three years. It also applies to all profession-oriented diplomas under the authority of the Ministry of National Education, which are classified as level-III, IV and V according to the designation system for these levels of training: CAP, BT, BEP, BT, BTS, vocational *baccalauréat*, *brevets des métiers d'art* (BMA), or artistic profession *brevets*, additional mentions and *diplômes de technicien supérieur*. In 2007, 19,347 out of 21,967 validation applications deemed eligible were examined by a jury and resulted in at least partial qualification (unit), while over 13,800 candidates were awarded full qualifications.

### Social modernisation law

### Framework law on technological and vocational education

## **5.18. Educational/Vocational Guidance, Education/Employment Links**

The ambition of the French school system is to enable each pupil to develop a personal guidance and vocational integration plan. To this end, the inter-ministerial delegate for guidance defined a national guidance and vocational integration scheme in order to coordinate the State's actions, notably in the domains of information on trades, school guidance and in higher education institutions.

### National office for information about the education and the professions

### **5.18.1. Educational/Vocation Guidance, Education/Employment Links in lower secondary education**

Article 8 of the education law of 10 July 1989 states that "the right to guidance counselling and information on education and the professions is part of the right to education." The parents, or pupil if already an adult, have the choice of options taken in the higher-level class.

The end of the lower secondary level of education is a key point in the pupil's orientation, which is organised at the end of *troisième*. Pupils may choose to go on to a general and technological *lycée* or to enter the full-time professional education branch in a professional *lycée*.

The decision process is similar to the one described previously. The class council and head of the establishment make a decision regarding the pupil's orientation: general and technological *seconde*, professional *seconde*, or retaking *troisième*. The families have the choice of options or professional specialisations. The selection of an *apprentissage* programme (see also 5.14.2.2.) is not an orientation decision, but a family choice.

It is not the goal of the diploma awarded at the end of the secondary education level to prepare the pupil to immediately begin working in a profession. As a result, there are no procedures at this level to facilitate access for young people to the employment market, but only information programmes on professions based on the implementation of professional discovery education (see 5.18.1.1.). This implementation is supported by the development of partnerships with companies, as part of the agreements signed by the minister in charge of national Education. The "Company commitment charter for equal opportunities" completes this process; each *collège* must develop partnerships with at least two companies representing two different business sectors in order to organise visits, pupil placements or classroom exchanges with the personnel of these companies.

#### 5.18.1.1. Trade and training discovery module

The trade and training discovery module is a new orientation system implemented in all *collèges* and *lycées* since the beginning of the 2009 school year. It concerns all pupils from *cinquième* (second year in *collège*) to *terminale* classes in general and technological *lycée* and vocational *lycée*. Its objective is to enable each pupil to develop their training career with as much information as possible to establish their orientation choices based on solid foundations.

This module aims at the acquisition of knowledge, abilities and skills based on three aspects:

- trade discovery
- discovery of the training options offered by the education system
- self-evaluation and self-knowledge.

It is deployed at each level via dominant activities, "trade stages" and "highlights" proposed by the institution, notably in the personalised orientation interviews carried out in *troisième*, *première* and *terminale* classes and in the first year of vocational education.

##### In *collège*

In *collège*, this module must contribute to the acquisition of the "social and civic" skills as well as "autonomy and initiative" skills of the common foundation of knowledge and skills. The discovery of a broad range of trades starts from the *cinquième* class and continues until the *troisième* class; it can even be pursued in *lycée*. These trade stages are supported by:

- courses: trade discovery can be part of the teachers' educational activity. The contribution of the different disciplines can be coordinated as necessary by the pedagogical council;
- class life hours: at all teaching levels, class life hours can be used for the implementation of the supervised activities associated with this module. Being part of the pupils' timetable and

coordinated by the class teacher, they can sometimes be on an annual basis for enhanced efficiency;

- existing educational actions implemented at academic and departmental level or the institution's specific actions, by instigating national initiatives for example (School and Company week, media or science week, artistic and cultural education actions, contributions of national industrial sectors etc.);
- various types of contact with corporate and working life: on-site information visits, meetings with professionals, trade shows etc.;
- observation sessions in a professional environment;
- educational support periods which can also complete this system.

In *quatrième* and *troisième* classes, pupils are invited to spend a day in a *lycée*, vocational *lycée* or Apprentice training Centre. During these visits to different institutions, presentations or meetings with pupils or students, the pupil can obtain information on the curricula and further education so that he/she can understand the diversity of possible options within a life-long training perspective.

### In *lycée*

The purpose of the discovery module in *lycée* is to help guide the *lycée* pupil after the *baccalauréat*. Specific actions are put in place:

- for each *lycée* pupil in *première* class, a one-day visit to a university, university institute of technology, higher technician section or preparatory class for *grandes écoles*;
- personalised orientation interviews offered in *première* and *terminale* classes;
- a personalised interview in the first year of a CAP/BEP/three-year vocational *baccalauréat* course, to identify pupils' requirements early on and help them develop their education career;
- personalised support can help willing pupils write a CV, prepare for a job interview and for professional integration in cooperation with the public employment services.

## 5.18.2. Educational/Vocational Guidance, Education/Employment Links in higher secondary education

In an effort to offer continuous support to young people as they progressively develop their educational and vocational project, several information and guidance actions have been put in place.

A guidance interview is proposed to all *première* pupils in *lycée*. Conducted by the *professeur principal* (head teacher), with help from the guidance counsellor-psychologist if necessary, this interview is designed to inform and above all raise the pupil's awareness of the different careers available and therefore help them with the choice they will have to make in the *terminale* class. Thus, *lycée* pupils benefit, in the *terminale* class, from the new guidance system based on three elements:

- active guidance: universities can provide young people who envisage pursuing higher education with personalised guidance. *Lycée* principals and class councils advise pupils before their choices are made;
- implementation at academic level of a single higher education access dossier in order to coordinate and harmonise enrolment schedules while respecting freedom of choice between the different courses available to *baccalauréat* holders;
- commitment to the personalised monitoring of the pupils opting for university, which may lead to a guidance interview.

In addition, since the beginning of the 2009 school year, all *lycée* pupils benefit from the trade and training discovery module described in paragraph 5.18.1.1..

The guidance aspect of the "school project" is designed to create the conditions for a dialogue between *lycée* teachers and university professors in order to enhance shared knowledge of

programmes and skills acquired in *lycée* and of university education demands. It should also be reiterated that decree no. 2005-1037 of 26 August 2005 stipulates that admission into a higher technician section (STS, see 6.10.1.) is automatic for vocational *baccalauréat* graduates with *bien* or *très bien* honours, provided the vocational domain of their *baccalauréat* matches that of the STS applied for.

### 5.18.3. Educational guidance stakeholders

There are several educational guidance stakeholders.

#### **Centres d'Information et d'Orientation (CIO) or Information and guidance centres**

In France, there are 569 CIO and branches under the authority of the ministry of national Education located throughout the territory, with one centre for the catchment area of one, two or even three general and technological *lycées*. The role of CIOs is to:

- **assist** the public, especially young pupils and their families
- **provide information** on studies, vocational courses, qualifications and professions
- **provide personalised advice** (help pupils to know themselves better, get the information they need, organise the elements of their choice)
- **observe and analyse** local developments in the education system and the evolutions in the labour market as well as **publish summary documents** for pupils or teachers
- **coordinate** exchanges and meetings between the partners of the education system, parents, young people, local decision-makers and economic stakeholders.

Each CIO has a library of documents on courses and professions that anyone can consult according to their own interests and education level. CIOs work in conjunction with the *Office national d'information sur les enseignements et les professions* (National information office on courses and professions) which provides them with a large number of documents.

The use of information and communication technologies has been developing to complement these traditional document resources (computerised information system, multimedia, Internet etc.).

#### **Academic resources**

The *service académique d'information et d'orientation* (SAIO) or academic information and guidance service of each *académie* offers information on vocational guidance: events (shows etc.), surveys, news, statistics, etc. It disseminates information relative to the national and academic information and guidance policy among the *départements* and education zones so that this policy can be applied in the field by the different stakeholders (information and guidance inspectors, directors of information and guidance centres, guidance counsellors-psychologists).

## **Guidance counsellor-psychologists**

In France, there are 4,304 guidance counsellors-psychologists and CIO directors, work mostly with pupils in [collèges](#) and [lycées](#), young people seeking to enter the labour market and students. They also work with adults by helping them develop their guidance plan. They use different techniques: individual interview, group proceedings, evaluations, etc. They specialise in both individual guidance advice and, in *lycées* and *collèges*, technical advice for the educational team. All their actions directly involve young people, CIOs as well as secondary and higher education institutions. In their capacity as guidance counsellors-psychologists (CO-Ps) they fulfil the following functions:

- continuous observation of pupils
- helping adapt and implement the conditions for academic success
- mediation both inside and outside the education system
- helping develop personal education and vocational integration projects.

Other responsibilities include personal evaluations and assistance in the observation of education districts or zones. Recruited by an examination open to candidates with a *licence* in psychology, guidance counsellors-psychologists must complete a two-year course in psychology, sociology, economics and educational sciences, validated by the guidance counsellor-psychologist State diploma.

## **5.19. Private Education**

The legislative framework and organisation of private education at the secondary level are the same for the primary level (see 4.16.).

In 2007 and 2008, over the total number of secondary education pupils (lower and upper secondary levels), the proportion of the private sector remains stable at approximately 21% (see also 5.21.).

## **5.20. Organisational Variations and Alternative Structures**

For pupils unable to enrol in teaching establishments, the *Centre national d'enseignement à distance* or CNED (National long-distance education centre) allows them to prepare for the professional, general and technological diplomas at all [collège](#) and [lycée](#) levels.

There are also special study programmes in certain *collèges* and *lycées* that offer an original teaching programme specialised in certain fields.

### **5.20.1. Music courses with special timetables**

In adapted-timetable music courses (music option and dance option), the programmes remain the same as those of traditional courses, but the timetable is reduced to allow pupils to take special musical training classes at the regional conservatory or in a music school (run by the State). The timetable is reduced by 4 hours in 6ème and 5ème and by 3h30mn in 4ème and 3ème. The organisation of the timetable is the responsibility of the [head of the institution](#), but no subject must be completely eliminated.



### 5.20.2. School athletic sections and high-level athletic branches of study

Created in 1974, the athletic studies sections, which are now known as school athletic sections, offer student athletes the structure they need to complete their secondary studies and have the best chances of obtaining a diploma in their field, while at the same time giving them the time to do high-level training and participate in competitions.

School athletic sections participate in regional and local competitions and can lead to higher-level educational sections.

For athletes belonging to or likely to join a national team and participate in competitions with foreign high-level teams, the high-level sports branch of study was established by decree no. 95-244 of 7 November 1995.

Athletes enrolled in these branches of study are registered on the lists of high-level athletes with the ministry for sports. They are usually enrolled in secondary establishments close to their place of athletic training.

The daily, weekly, annual and even multi-annual timetables of studies for athletic pupils are organised differently than for regular pupils. Their education is adapted to allow them the chance to succeed both athletically and academically.

### 5.20.3. Bilingual sections

Bilingual sections (French-German, French-English, French-Spanish, French-Italian, French-Russian and French-Portuguese) are currently available in certain [collèges](#) and [lycées](#). Language courses are more intensive in these sections (2 hrs of guided study in addition to the 3 hrs of regular coursework per week) and one of the following courses is taught in the section's non-French language: plastic arts, music education, Physical education and sport, or technology.

### 5.20.4. International sections

International sections were designed, among other things, to cater for foreign pupils and facilitate their admission into the French school system. They are also open to French pupils with the skills, primarily linguistic, to participate in this kind of course. The objective of the education provided in these sections is the in-depth practice of a modern language, notably via the use of this language in certain disciplines. Courses are taught by French and foreign teachers, thus representing a unique opportunity for international educational cooperation.

At primary education level, specific courses can relate to all disciplines, provided that the minimum timetable in each discipline is complied with.

The courses become more intensive in secondary education:

- 4 hours of history-geography per week, including 2 hours in a modern foreign language based on a programme developed in cooperation with French authorities and the authorities of the country concerned.
- At least 4 hours of foreign literature per week in addition to the modern foreign language used in the section.

In *lycée*, international sections are only available in general series.

Certain institutions offer British, American, Arabic, German, Italian, Spanish, Portuguese, Polish, Dutch, Danish, Swedish, Norwegian and Japanese sections.

### 5.20.5. European sections and Oriental language sections

Created in 1992 in [collèges](#), the objective of European and Oriental sections is to provide secondary-level pupils who wish to participate with the opportunity to reinforce their skills in a European or Oriental language and expose them to the culture of the country or countries where the language is spoken. In addition to the language aspect, the primary ambition of these sections is to stimulate exchanges and partnerships with foreign institutions, raise awareness of the importance of European citizenship and promote an inter-disciplinary approach. In *lycée*, the teaching programme of European and Oriental language sections offers non-linguistic courses in the language of the section. This programme can be validated by a special mention on the [baccalauréat](#): diploma "*section européenne*" (European section) or "*section de langue orientale*" (Oriental language section).

These sections are created by the *recteurs* in volunteer establishments, tapping the overall resources available for each [académie](#), without involving the allocation by central administration of any specific endowments. The success of these sections primarily relies on teachers' involvement and on cohesion among the entire pedagogical team

European and Oriental language sections have 4 major characteristics:

- The application, over the first two years, usually starting in *quatrième* class, of a significantly increased number of hours, with at least two additional hours per week in the chosen language.
- In the following years of secondary education, one non-linguistic subject is taught in the language of the section to help pupils develop their reflection and communication skills: for example, history, geography or economy.
- As part of the "school project" cultural activities and exchanges are offered to the pupils with a view to expanding their knowledge of the civilization of the country or countries where the language is spoken. European and Oriental language sections are open to all categories of pupils who show sufficient interest and ability in learning languages. The programmes are identical to those of other classes of the same level. A recent development of these sections in vocational education has been observed: their number is constantly increasing. These programmes involve an internship in a company located in a European country, the objective of which is to prepare all young people with the skills required by the increasing globalization of the economy and new citizenship issues.
- Finally, European sections have included, since the 1995 session of the general and technological baccalauréat and since 2000 for the vocational baccalauréat, a specific mention on the diploma of the candidates who have successfully taken the tests and obtained the grades required. See the two orders of 9 May 2003 published in the *Bulletin officiel* no. 24 of 12 June 2003 for the general and technological baccalauréat. For the vocational [baccalauréat](#), the applicable regulation is the order of 4 August 2000 (B.O. no. 32 of 14 September 2000 and JO of 12 August 2000) amended by the orders of 9 May 2003 (B.O. no. 24 of 12 June 2003 and JO of 24 May 2005) and order of 22 March 2005 (B.O. no. 16 of 21 April 2005 and JO of 6 April 2005).

[Law on artistic education](#)

## 5.21. Statistics

Key figures on secondary education for the 2008/2009 school year (mainland France + Overseas *départements*).

### **Pupils**

Number of <i>collège</i> pupils, public and private sectors % of private sector pupils	3,088,500 21.4
Number of <i>lycée</i> pupils public and private sectors % of private sector pupils	1,446,900 21.4
Number of vocational <i>lycée</i> pupils public and private sectors % of private sector pupils	703,100 21.6

Other types of education

Total number of apprentices, public and private sectors	407,809
Secondary agricultural education, public and private sectors	151,865

### **Institutions**

Number of <i>collèges</i> and <i>lycées</i> Public Private	11,413 7,919 3,494
Number of <i>collèges</i>	5,260
Number of <i>lycées</i>	1,567
Including vocational <i>lycées</i>	1,012
Number of regional adapted education schools	1,696

### **Attendance ratio by age and gender, *collège* (public and private)**

		Boys	Girls	% Total
<i>Sixième</i>	11 year olds	303,295	306,065	77.1
<i>Cinquième</i>	12 year olds	280,805	293,187	74.4
<i>Quatrième</i>	13 year olds	261,148	279,997	70.8
<i>Troisième</i>	14 year olds	231,001	255,021	66.0

### **Attendance ratio by age and gender, general and technological *lycée* (public and private)**

		Boys	Girls	% Total
<i>Seconde</i>	15 year olds	155 059	192 438	69.9
<i>Première</i>	16 year olds	129 620	166 308	62.3
<i>Terminale</i>	17 year olds	112 838	154 111	56.2

Statistics on the attendance ratio by age and gender of the new vocational *lycée* resulting from the reform of the vocational branch are not yet available.

Repeat ratio		
<b><i>Collège</i></b>	<b>General and technological <i>lycée</i></b>	<b>Three-year vocational <i>lycée</i></b>
<i>Sixième</i> : 5.5	<i>Seconde</i> : 12.2	Data unavailable

<i>Cinquième:</i> 2.7	<i>Première:</i> 7.0
<i>Quatrième:</i> 4.5	<i>Terminale:</i> 8.7
<i>Troisième:</i> 5.4	

**Average class size** (public and private):

*Collège*: 24.5 pupils per class; general and technological *lycée*: 27.6; vocational *lycée*: 18.9

**Average size of the institutions:**

*Collège*: 475 (public) and 367 (private); general and technological *lycée*: 957 (public) and 401 (private); vocational *lycée*: 422 (public) et 174 (privé).

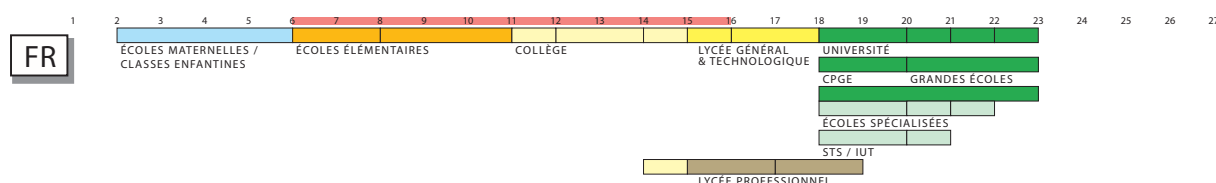
**Total number of secondary education teachers** (public sector): 393,860, of which 57.5% are women.





















**Number of non-teaching secondary education personnel** (public sector): 60,681

Source: Repères et références statistiques sur les enseignements, la formation et la recherche 2009 edition).

## 6. Tertiary Education

### Organisation of the education system in France, 2009/10



 Pre-primary – ISCED 0 (for which the Ministry of Education is not responsible)	 Pre-primary – ISCED 0 (for which the Ministry of Education is responsible)
 Primary – ISCED 1	 Single structure (no institutional distinction between ISCED 1 and 2)
 Lower secondary general – ISCED 2 (including pre-vocational)	 Lower secondary vocational – ISCED 2
 Upper secondary general – ISCED 3	 Upper secondary vocational – ISCED 3
 Post-secondary non-tertiary – ISCED 4	
 Tertiary education – ISCED 5A	 Tertiary education – ISCED 5B
Allocation to the ISCED levels:  ISCED 0  ISCED 1  ISCED 2	
 Compulsory full-time education	 Compulsory part-time education
 Part-time or combined school and workplace courses	 Additional year
 -/n/- Compulsory work experience + its duration	 >> Study abroad

Source: Eurydice.

There are four types of programmes in the French tertiary education system:

- University education,
- Preparatory classes for [grandes écoles](#),
- Higher technical education sections,
- Specialised schools or [grandes écoles](#).

These categories can be broken down further into:

- Those which can be accessed directly with a [baccalauréat](#) (see 5.17.2.) or an equivalent diploma, involving no pre-entry selection process: university programmes, with the exception of university institutes of technology;
- Those which are accessed through a pre-entry selection process: preparatory classes for [grandes écoles](#) (CPGE), higher technical education sections (STS), *Instituts Universitaires de Technologie* (IUT or University institutes of technology) and specialised schools. Selections are made based on an admissions application. The type of [baccalauréat](#) earned and the marks obtained by the pupil in the last two years of [lycée](#) are determining factors,
- Those for which the selection process occurs after the student has obtained a licence. This is the case for [IUFM](#) (university teacher training institutes) programmes,
- [Grandes écoles](#) recruiting by competitive examination following two or three years of preparatory classes (CPGE mostly).

Obtaining the [baccalauréat](#) is a pre-requisite to being admitted to an institution of higher education. The [baccalauréat](#) is a diploma that acknowledges the successful completion of secondary education

and the first level of university studies, an equivalent level or a derogation. This is a very important feature of the French education system, one which has several consequences, particularly with regard to university studies and student orientation during the premier cycle (first cycle) at university.

"Tertiary education is organised in cycles. The number, nature and duration of the cycles vary depending on the studies pursued. Each cycle has its own objectives and contributes to students' orientation, general education, acquisition of elements necessary for professional qualification, research, personality development, sense of responsibility, and ability to work both independently and as part of a team. In the course of each cycle, national or institutional diplomas are awarded to validate acquired knowledge, skills or vocational qualification elements. *Licence*, *master* and doctorate degrees are awarded respectively as part of the first, second and third cycle.

The institutions which provide education validated by a higher education diploma must publish statistics including indicators on exam and diploma success and students' further education and professional integration" (Code of Education, Article L. 612-1).

Ministry of Higher education and Research

## 6.1. Historical Overview

The history of higher education in France dates back to the 12<sup>th</sup> century, with the creation of the first universities. They were independent institutions with autonomous status and awarded significant privileges. They had the monopoly in the awarding of qualifications and educated those designed to exercise the highest civil and religious responsibilities in society.

During the Revolution (18<sup>th</sup> century), in order to educate the managing elite crucial to the Nation, the Convention created, by decree of 15 September 1793, the special *grandes écoles*: the central school of public works (which became one year later the *école polytechnique*), the arts and crafts conservatory, the school of oriental languages, the school of fine arts etc.

In the early 19<sup>th</sup> century (10 May 1806), Napoleon 1<sup>st</sup>, with the intention of controlling education, created the Imperial University, with a university council (advisory and jurisdictional body). This was a state university benefiting from an educational monopoly and integrated into all institutions. All the teachers had to be members of this university. In the cities, where the academies were installed (27 of them) and headed by a *recteur*, were the faculties, State organisations directly managed by the central administration, which appointed the deans. The Imperial University was abolished in 1850 by the Falloux law and became the *Université de France*. The University, a constituted body benefiting from a teaching monopoly, disappeared in 1854 following the division of France into 16 academic constituencies. It was replaced by Faculties, under the authority of *recteurs*, endowed with a number of powers. Faculty bodies took the name of University in 1896.

Under the 4<sup>th</sup> Republic (1946-1958), the university was not the governments' main concern. The university – *grandes écoles* dualism remained important.

In the sixties, the post-war "baby-boom", combined with the increased access of young people to secondary education (obligatory school age was increased to 16) and *baccalauréat*, resulted in a rise in the number of students.

1968 marked a turning point in the history of higher education. The May events (see also 1.1.) resulted in an important reform which turned universities into genuinely independent and multi-disciplinary institutions: the framework law on higher education of 12 November 1968, also known as the Edgar Faure law, created a new type of institution, "public institutions of a scientific and cultural nature"

(EPCSC). The former faculties disappeared and were replaced with education and research units (UER). The major principles implemented by this law were **autonomy**, the **participation of all the players in the university community** and **multidisciplinarity**. Nevertheless, higher education remained divided into two separate blocks: *grandes écoles*, educating the nation's senior executives and endowed with significant prerogatives, and universities, "UER federations".

The current organisation of higher education is ruled by the **code of Education** which, while maintaining the major principles of the Faure law, defines objectives to regroup universities and *grandes écoles* within the same text and promote greater openness of these institutions to the outside world. It confirms the public institution status, now called public institution of a scientific, cultural and professional nature (EPSCP). More specifically, universities are composed of different elements: departments, laboratories and research centres.

The pivotal elements in the history of French higher education since the law of 26 January 1984, also known as Savary law (now abrogated and codified), are as follows:

- Implementation of the contractual policy linking the State and the institutions and providing independent higher education institutions with a new and viable content (ministerial circular of 24 March 1989);
- Creation of European university centres in 1991, currently amounting to 11;
- Construction of the European area for higher education and research, initiated in 1998 in the Sorbonne by 4 States (France, Germany, Great Britain and Italy), continued in Bologna in 1999, Prague in 2001, Berlin in 2003, Bergen in 2005 and London in 2007; 46 countries are currently involved in the process.
- The "U3M" Plan (university of the third millennium) for 2000-2006, which outlined the major development guidelines for the higher education system within the framework of the State-region plan;
- The implementation of the European qualification architecture since 2002, known as the LMD reform (licence-master's degree-doctorate) ;
- The Pact in favour of research, signed in 2006 and based on the programme law on research of 19 April 2006;
- The development of the social policy in favour of students, reflected, among other things, in the sharp increase in the number of students benefiting from a grant (over 30% of the student population), the amount of which is from €1,445/year to €4,140/year (grants awarded based on social criteria, see also 6.8.);
- Law on the liberties and responsibilities of university (LRU) of 10 August 2007.

Framework law

n higher education

Law no. 84-52 on higher education

## 6.2. Ongoing Debate and Future Developments

As part of the reform of universities initiated by law no. 2007-1199 of 10 August 2007 on the liberties and responsibilities of universities, the minister in charge of higher education and research announced the list of the 18 universities which became autonomous on 1<sup>st</sup> January 2009. 33 other universities became autonomous on 1<sup>st</sup> January 2010, i.e. more than 60% of French universities (see 6.3).

For 2009-2010, the ministry of Higher Education and Research has committed to four principal objectives:

- further enhance the **appeal** of university, notably science, humanities as well as experimental science, which are currently suffering from limited appeal.
- **reduce failure** in the first academic year. The multi-year plan promoting success in *licence* courses, launched in 2007, is continuing. The courses offered to students and their integration opportunities will be evaluated, based on the specifications of the training offer, established based on the work of the *licence* and vocational *licence* monitoring committee. These specifications involve four requirements for universities:
  - 1) take student diversity into account and reinforce educational supervision,
  - 2) reinforce multi-discipline processes and guarantee progressive specialisation,
  - 3) refocus the *licence* on professions and facilitate curriculum changes,
  - 4) ensure better legibility of the education offer. The minister for Higher Education and Research asked the "*licence* and vocational *licence* monitoring committee" to monitor the "*licence* success" plan this year. An initial progress report will be available at the end of this academic year.
- improve student **guidance** to reduce the number of those leaving without a qualification and achieve the objective of 50% of an age group obtaining a higher education diploma. Active guidance has been implemented in collaboration with the ministry of national Education. This is an overall, four-stage approach: information, pre-enrolment, advice and admission, with possibly a fifth stage: reorientation (see circular sent to the *recteurs* on 26 January 2009). It enables *lycée* pupils, in their dossier as well as personal and professional projects, to receive advice provided by the university according to the envisaged university curriculum. This guidance advice helps them make a choice naturally when, in the *terminale* class, they pre-enrol into higher education via the *Admission Post Bac* Internet portal. Furthermore, the European resolution of 21 November 2008 on "better integration of lifelong guidance into lifelong learning strategies" gave a new dimension to the active guidance approach, making it part of a continuous process enabling citizens to determine their abilities, skills and interests and therefore develop their lifelong education and professional career. Finally, the law of 24 November 2009 on lifelong guidance and continuing education stipulates the implementation of a national guidance service to improve the coherence of the action of the different guidance professionals and provide users with comprehensive, objective and unbiased information on training courses and trades (see also 6.16.).
- pursue the actions in support of the creation of "**Research and Higher Education Hubs**", launched in 2006 (see 6.5.1.).

To support the reform, the government plans to increase the financial resources allocated to universities by 20% on average compared with 2008 (i.e. €320 million).

New 2009 academic year. Ministry of higher education and research



## 6.3. Specific Legislative Framework

The **law of 26 January 1984, known as the Savary law** (now abrogated and codified in the education code), set out the principles of the current organisation of French higher education, notably integrating, in article 20, the notion of "contract" in the higher education domain. The **ministerial circular of 24 March 1989** has enabled the gradual overall implementation of the contractual policy.

The **new law of 10 August 2007 relative to the freedom and responsibilities of universities** is the pivotal point of the reform, over five years, undertaken by the ministry in charge of higher education with the overall objective of enhancing the appeal and competitiveness of French universities in the context of worldwide competition in the knowledge domain. This law aims at providing all universities with the means to develop an institution project by 2012, make strategic choices in terms of research and training, implement a genuine recruitment policy and manage an overall budget. It also aims at refocusing universities on the professional integration of their students. It reinforces the university's links with its territorial and socio-economic environment via:

- the participation of local authorities in the definition of the education, recruitment and professional integration policies of universities;
- the presence of personalities from the civil society, at least one of whom is an entrepreneur or executive manager, and at least another stakeholder from the economic and social sector, on the universities' board of directors to encourage companies to fully participate in the development of knowledge;
- the creation of partnerships between universities and other scientific stakeholders;

The law enhances the multi-year contract between the State and the universities by making it a genuine objective and resource-related contract, with an evaluation every four years. The law has effectively increased the universities' operating budget by on average 13% in 2008.

In addition, the contractual policy has supported the implementation of the main reforms in the higher education system over the last few years:

- It was through contractual negotiations that the **LMD** system was created and applied to tertiary education and research in Europe. All institutions have redesigned their offering to accommodate the new system by the start of the 2006 school year.
- The entry into force of the law on the liberties and responsibilities of universities of 10 August 2007 makes the multi-year contract compulsory.

Other regulatory decisions enable these institutions to assert their identity while complying with a consistent national policy, for example:

- **Ministerial Decree no. 2002-482 of 8 April 2002** on applying the construction of a European tertiary education system to the French tertiary education system (Journal Officiel of 10 April 2002, Bulletin Officiel of 25 April 2002), modified. The first three articles of the decree have been adopted into code (cf. Article D123-12 to 14: "Construction of a European tertiary education system" of the Code of Education, regulatory section, book 1, title 2, chapter 3, section 3). The objective of the decree is to establish a permanent framework for institutions of tertiary education through new training, in order to smooth the transition from the regulation governing the current organisation of tertiary education and a new organisation, in compliance with the objectives and missions set forth in Articles L. 123-1 to L. 123-9 of the Code of Education and in preparation for the European tertiary education system;
- **Ministerial Order of 23 April 2002** on university studies leading to a licence. The programmes are composed of six semesters, organised by field and offered in both initial and continuing education formats. They are governed by the objectives defined for the following degrees:
  - General university studies degree (DEUG) and licence,

- Multi-discipline licence,
  - Licence in public administration,
  - University degree in technology (DUT),
  - *Diplôme d'études universitaires scientifiques et techniques* (DEUST) (university degree in scientific and technical studies),
  - Vocational [licences](#),
  - National interpreter/guide degree;
  - Universities can also create programmes targeting new objectives, either at the licence or intermediate level.
- The **order of 25 April 2002** on the master's degree (amended by the order of 30 April 2002) (JO of 27 April and 2 May 2002). The master's degree is awarded for initial and continuing education programmes with a dual objective:
  - prepare students, via doctoral studies, for a research career;
  - provide them with a curriculum leading to a high-level qualification and professional integration.
- The **decree of 11 May 2005** on the delivery of degrees in the context of an international partnership and the Ministerial **Order of 6 January 2005** on international thesis co-supervision, are focused on assisting the construction of the European tertiary education and research system, and on developing international cooperation.
- The **order of 7 August 2006** on doctoral education. Education in and via research and innovation, doctoral education is provided in doctoral schools certified by the minister in charge of higher education as part of the *contrat d'établissement*. This education, a three year process following the national *master* qualification or based on a similar and acknowledged level, leads to a doctorate following the successful presentation of a thesis;
- The **programme law for research of 18 April 2006**, which fixes the objective of a €24 billion "research budget" in 2010 (i.e. 3% of the GDP in 2010). It also creates an independent Agency for the evaluation of research and higher education (AERES, see 2.7.2.1.). The law also establishes the possibility for the different public research institutions to reinforce their cooperation agreements, notably by the creation of research and higher education hubs (PRES). The development of research partnerships between public institutions and companies is also encouraged.
- The **"framework protocol" of 28 November 2007**, signed by the Prime Minister, the minister in charge of higher education and the first vice-president of the Conference of university presidents, with a view to a national contract for university success. This agreement guarantees a 50% increase in university budget in five years, i.e. one billion Euros per year to reach fifteen billion Euros in 2012;
- Decree no. 2009-464 of 23 April 2009 on doctoral students under contract.

[Decree 25/04/2002](#)

[Research programme law](#)

[Higher education law n°84-52](#)

[Higher education law](#)

## 6.4. General Objectives

The establishment of a new system of levels and degrees in tertiary education has provided an opportunity to renew the content of the programmes and continue to strive towards academic excellence in higher education, with of course the goal of maintaining the French system at the highest international standard.

On the one hand, the tertiary education system has to meet the superior qualification standards necessary for our country in a context of life-long education. On the other, it has to ensure that French science and culture have their proper place on the international stage and are transmitted to students throughout the world.

Two more specific objectives are, namely, to improve internal efficiency in the education system by reducing failure rates in licence programmes and to develop access to resources for the purpose of education and research.

In the area of research, these objectives focus not only on the significance of scientific excellence and achieving the top international level, but also improving the economic and social impact of research, building more interest in the field, and developing the capacity to distribute the results and products of research while continuing to make advances.

## 6.5. Types of Institution

Higher education in France is characterised by a variety of institutions with different objectives, structures and conditions of admission. There are three types of higher education institutions: universities, EPAs, and private institutes and schools of higher education.

### 6.5.1. Universities and major public institutions

Created by the 1984 Savary law, universities are scientific, cultural and professional institutions (EPCSCP). There are 82 of them, two of which are national polytechnical institutes (INP): the Lorraine INP made up of 7 schools and the Toulouse INP made up of 4 schools. The Grenoble *Institut polytechnique*, a former INP, became a *grand établissement* (major institution) in March 2007, also known as *Groupe Grenoble INP*.

Since 1984, they have been organised into training and research units (UFR). They also include internal institutes and schools such as university institutes of technology (IUT), created in 1966, and professional university institutes (IUP), created in 1994. While the LRU law resulted in the end of the earmarking of the ministry's credits for IUTs, IUTs still benefit from the regime of article L 713.9 of the French education Code. More specifically, IUT directors have control over the institute's income and expenses and have authority over the entire staff posted to the IUT.

The disciplines taught at each institution are closely related to the decomposition/ re-composition process carried out from 1968-1971.

The largest number of universities is multi-discipline. Often, the universities are institutions created in the last thirty years outside the major university towns. Some of the universities are structured around close pairs of fields such as sciences and health, sciences and arts, medicine and law, law and arts.

About a dozen institutions offer a broader range of disciplines, covering 3 or 4 education sectors.

Another category of university is the *Ecole normale supérieure* (ENS). There are four in all (Paris, Fontenay/Saint-Cloud, Lyon, and Cachan). ENS are considered to be among the most prestigious of the *Grandes écoles*. They are under the control of the Ministry of Higher Education. Students attending these schools (known as *normaliens*), or at least those who are citizens of the European Union, have the status of "civil servants in training" and therefore receive a salary for the duration of their studies (currently four years): the admissions test is a test for recruitment into public service. In exchange, the students sign an agreement to work at least ten years (starting with their first year in school) for State or local administrations or public companies. It should be noted, however, that not all ENS students are *normaliens*.

Finally, there are 19 *grands établissements*, including the Collège de France, Conservatoire national des arts et métiers (National Conservatory of arts and crafts, CNAM), Ecole Centrale des arts et manufactures (ECAM), Ecole des hautes études en sciences sociales (School of advanced social sciences, EHESS), Ecole Nationale des Chartes (ENC), Ecole nationale supérieure des arts et métiers (National school of arts and crafts, ENSAM), Institut Polytechnique de Bordeaux (IPB), Ecole nationale supérieure des sciences de l'information et des bibliothèques (National school of information science and libraries, ENSSIB), Ecole pratique des hautes études (EPHE), Institut d'études politiques de Paris (Institute of political education, IEP), Institut physique du globe de Paris (IPG), Observatoire de Paris, Institut national des langues et civilisations orientales (National institute of oriental languages and civilisations, INALCO), Muséum national d'histoire naturelle (National museum of natural history, MNHN), the Palais de la Découverte, Institut national d'histoire de l'art (National institute of art history, INHA), Paris-Dauphine's Université de technologie en sciences des organisations et de la décision (University of technology in organisational and decision-making sciences), Ecole des hautes études en santé publique (National school of public health, EHESP) and Grenoble's Institut polytechnique. They are governed by the provisions of book VII of the Education code and their statutory decrees. These are French higher education institutions mainly recruiting by competitive examination from the pupils of preparatory classes for *grandes écoles* (CPGE).

University Teacher Training Institutes (IUFM), formerly known as *établissements publics à caractère éducatif* (EPA, administrative public institutions), were integrated into universities, in accordance with the framework and programme law for the future of school of 23 April 2005, with the exception of those located in the Antilles-French Guyana. As of 1<sup>st</sup> January 2008, IUFMs are governed by the provisions of article L. 713-9 and are assimilated, for the application of these provisions, with schools integrated into universities (article L 721 of the Education code).

As previously, IUFMs cater for students who wish to become teachers, trainee teachers in primary and secondary sectors and trainee educational advisers. They also continue to carry out their tasks as part of continuing education.

The education they provide was however redefined by teacher training specifications (order of 19 December 2006) and implementation circular no. 2007-45 of 23 February 2007.

### **Research and Higher Education Hubs (PRES)**

Since the programme law for research of 18 April 2006 (see 6.3.), Since the programme law for research of 18 April 2006, higher education institutions can decide to share their activities and resources by creating "research and higher education hubs" (PRES). The objective is to develop closer links between the different types of institution (universities, *grandes écoles*, research institutes) and propose a more coherent and comprehensible research and training offer. Since 2006, by virtue of the Pact on Research, 17 research and higher education hubs have been created, 4 of them in 2009 and 2 in 2010.

The development of PRES is accompanied by the increased autonomy of universities. These two processes are redefining the notion of university in France.

### 6.5.2. EPAs - public administrative institutions

EPAs are very diverse and come under the authority of various ministries. The following are included in this category:

- local public education institutions (EPLE) with preparatory classes for *grandes écoles* (CPGE) or higher technician sections (STS).
- scientific *grandes écoles* come under the authority of the Ministry of Higher Education and Research (e.g. the central school of arts and manufacture, the central school of Lyon, the national superior institute of arts and textile industries, the national superior institute of arts and professions, etc.);
- superior institutes of military education, which come under the authority of the Ministry of Defence: the army, navy and air force institutes (polytechnical institute, special military institute of Saint-Cyr, the naval school, Salon-de-Provence air force institute, etc.); ;
- the national institute of administrative studies (ENA), under the authority of the Prime Minister;
- superior agricultural institutes, which come under the Ministry of Agriculture, including national veterinary schools;
- superior institutes of artistic studies (art institutes, national superior conservatories, the national superior institute of decorative arts, national superior institute of high arts, the Louvre institute, the national heritage institute, etc.), which come under the authority of the Ministry of Culture;
- national superior architectural institutes, under the authority of the Ministry of Culture;
- national superior engineering institutes and national engineering schools (ENI in Metz, Tarbes, Bourges etc.);
- the Paris institute of corporate administration (IAE), which provides a link between university education and practical business studies;
- the Institute of higher education for science and technology (IHEST) was created by decree no. 2007-634 of 27 April 2007 and provides the "education and dissemination of scientific culture in society, and the coordination of the public debate on scientific and technological progress and its impact on society". IHEST is under the authority of the ministers in charge of national Education and higher Education and research.

Other EPAs can be connected to an EPCSCP, by decree and at their request, after the national council on higher education and research renders its decision (CNESER, see 2.7.2.1.). They nevertheless retain their legal personality and financial independence (Article L.719-10 of the French education code).

### 6.5.3. Private institutions of higher education

There are two types of institutions:

- **Private institutes of higher education.** There are 13 in France (including 5 Catholic institutes), governed by the Law of 12 July 1875 on the freedom of higher education, which offer general university education programmes;
- **Private technical and consular institutes of higher education,** totalling 134 (of which 44 private engineering schools and 90 private and consular superior institutes of business and management). The education dispensed by these State-accredited schools is recognised by the Ministry of Higher Education. The engineering schools are authorised to give students the title of engineer and the schools of business and management are authorised to deliver state-accredited degrees. Certain private higher technical education institutions can also be

recognised by the State for courses preparing for the BTS exam, in which case only the course is recognised, not the institution itself.

## 6.6. Admission Requirements

The conditions of admission largely depend on the institutions and the degrees offered. One thing all institutions require, however, is the *baccalauréat* or an equivalent diploma or derogation.

Access to the different levels of post-*baccalauréat* education offered by institutions under the Ministry of Higher Education and Research – whether universities, institutes or public schools – can also be gained by the professional experience validation system (VAE, see also 5.17.2.3.). Students with foreign degrees, for example, can benefit from this validation process. Validation is decided by the president of the university or director of the institution, on advisement of a teaching committee.

### 6.6.1. Admission Requirements for universities

In order to enrol at university, students must have a French *baccalauréat*, a qualification deemed equivalent or a derogation. Students holding the diploma giving access to university studies (DAEU), which replaces the special university admissions exam (ESEU), or a law *capacité* can enrol in higher education without a *baccalauréat*. The DAEU is delivered by specially accredited universities and is designed for students who interrupted their studies at least two years prior to taking the exam. It therefore constitutes a major tool to encourage pupils who, for one reason or another left the education system early to resume their studies. The diploma is granted after one year of studies sanctioned by passing an individual written and oral exam, which evaluates acquired knowledge and general cultural awareness, on the one hand, and the methods and skills employed by the candidate with respect to the requirements for engaging in tertiary studies, on the other. The DAEU confers the same rights as does the *baccalauréat*.

In accordance with the objectives determined as part of the “Suburban Hope” dynamic, the ministry of Higher education and Research is striving to increase the DAEU enrolment rate and the number of DAEU graduates, in particular among young people from priority areas. The academies with the lowest success rates in the *baccalauréat* are targeted by actions undertaken since 2008. Special attention is paid to universities which prepare students for the DAEU in these academies, so that they can:

- raise the profile of this course, using adapted communication;
- reinforce educational supervision;
- develop distance education.

The law *capacité* is a short-term course (2 years) provided by law universities and preparing non *baccalauréat* holders for legal and administrative professions. Under certain conditions, it gives them access to longer higher education courses (*licence* and *master*). Admission into law *capacité* courses does not require any diploma and is possible from age 17. The law *capacité* is considered equivalent to the *baccalauréat*.

However, admission to IUTs (University institutes of technology) is subject to an application process involving an interview of candidates with a *baccalauréat*.

### 6.6.2. Admission Requirements for *grandes écoles*

Public and private institutes and [grandes écoles](#) are very diversified, but one thing they do have in common is a rigorous admissions process. Candidates must have their [baccalauréat](#) and succeed in passing a high-level test demanding two years of preparation (with the possibility of retaking the test if it is failed the first time and if the student's case justifies it) in preparatory classes for *grandes écoles* (CPGE), that are also highly selective.

Students gain entry to preparatory classes with a *baccalauréat* or equivalent diploma, and on the approval of the institution head. Students who are accepted must have a good school record and be able to consistently put in a lot of hard work to handle the heavy load and demands of this kind of teaching programme. There are places reserved for the best technological *baccalauréat* holders in these preparatory classes. The level of the programmes in the preparatory classes for *grandes écoles* (CPGE), located in *lycées* most of the time but also sometimes in universities, corresponds to that of the first cycle of tertiary education.

They are broken down into three categories:

- **Economic and business classes** preparing students to take the admissions test for superior institutes of business and management and [écoles normales supérieures](#).
- **Literature classes** preparing students to take the admissions test for [écoles normales supérieures](#), the national institute for the conservation of written heritage, higher institutes of business and management and political studies institutes.
- **Science classes** preparing students to take the admissions test for engineering schools, [écoles normales supérieures](#) and national veterinary schools.

Students are not given a diploma on completion of the preparatory classes, however those students who fail their admissions test can be dispensed from taking certain university courses with the approval of the university president. Conventions drawn up between each [lycée](#) and a given university make it possible for students to validate their acquired knowledge in order to obtain a first cycle degree described in the form of ECTS (European credit transfer system) in an education certification.

## 6.7. Registration and/or Tuition Fees

"The State provides scientific, cultural and professional institutions with supplies, staff and funds for the purpose of carrying out their educational mission. They may also receive financial resources from legacies, donations and foundations, payment for services, special funds, employer contributions to initial technological and professional training, and various subsidies. They receive registration fees paid by students and auditors. Lastly, they can receive subsidies for operations and supplies from the regions, departments and communes and their groups" (Art. L.719-4 of the French education code).

[Higher education law n°84-52](#)



### 6.7.1. Registration fees for universities

The amount of the enrolment fees is set each year jointly by the ministry in charge of higher education and the ministry in charge of finance. In the context of the organisation of the European higher education programme (LMD), tuition fees have been revised and standardised in order to facilitate student orientation. A single fee has been introduced for each course of study: €171 for a *licence* programme, €231 for a master's programme and €350 for a doctoral programme (rates valid for the 2009/2010 academic year). Engineering and paramedical programmes maintain their own registration fees. For engineering degrees, the annual tuition rate for public institutions of higher education under the authority of the Ministry of Higher Education has been set at €550.

The annual rate of tuition fees for the first cycle of medical, pharmaceutical and dental surgery studies is set at €171. Annual rates of tuition fees from the second year of the second cycle of medical studies, studies for a State diploma of doctor of pharmacy and studies for a State diploma of doctor of dental surgery are set at €231.

Annual tuition fees amount to €462 for the preparation of the following national qualifications:

- State diploma of doctor of medicine, specific training in general medicine;
- certificate of higher education in dental surgery;
- certificate of special clinical studies in orthodontics;
- higher education diploma in oral surgery;
- certificate of advanced studies in dental surgery;
- certificate of specialised studies in medicine, pharmacy and medical biology;
- certificate of additional specialised studies in medicine and medical biology
- *capacité* in medicine.

When they have not submitted their thesis, medical interns and residents who have successfully completed the third cycle in specialised or general medicine, pharmacy interns who have successfully completed the third cycle in specialised pharmacy as well as odontology interns who have successfully completed the advanced third cycle in odontology pay an annual tuition fee of €350 when they enrol in the university with a view to submitting their thesis. The reduced rate amounts to €233.

Students who enrol for a thesis with a view to obtaining the State diploma of veterinary surgeon pay annual tuition fees of €153.

Students who enrol for the preparation of a certificate of additional specialised studies in medicine pay annual tuition fees ranging from €308 (orthoptist *capacité*) to €1,188 (occupational therapist).

The proportion of tuition fees allocated to the joint document services is determined by the institution's board of directors. It cannot be lower than €29. The proportion of tuition fees reserved for the student initiative development and solidarity fund is determined by the institution's board of directors. It cannot be lower than €14.

Universities have no legal right to increase the national registration fees via these additional charges. French law gives the institution the possibility of requesting these additional fees but specifies that the request must be clearly indicated as optional.

When a student is enrolled in several institutions to simultaneously prepare for several separate qualifications, he/she must pay all required fees; conversely, when a student is enrolled in the same institution for the preparation of several qualifications, he/she must pay the first fees at full rate and the other fees at the reduced rate defined on a case by case basis.

All rates applicable in 2009-2010 are determined by the orders of 30 July 2009 (J.O. of 4 August 2009).



### 6.7.2. Registration fees for *grandes écoles*

#### **Public schools under the authority of the Ministry of higher Education and research:**

Registration fees vary according to the degree. There may also be additional fees to fund the activities of the Student Office. Schools concerned include university engineering institutions, universities of technology, national engineering schools, national institutes of applied sciences, and the national higher institute of arts and professions (ENSAM). For example, registration fees for certain ENSAM diplomas amount to €850 for the 2009/2010 academic year and include tuition fees, student social security contribution and a medical examination.

#### **Public schools under the authority of another ministry:**

Tuition is the same as in the other schools, however some require a contribution to cover additional costs. For information purposes, the *Ecole nationale des Ponts et Chaussées* charges, for the 2008-2009 academic year, €1,358 which includes €550 registration fees, €610 tuition fees and €198 student social security contribution.

In addition, certain *grandes écoles* not only dispense free education, but also pay their students: the Ecole Polytechnique comes under the authority of the Ministry of Defence, but has one of the hardest admissions tests in France. The *écoles normales supérieures* also pay their students a salary (for more information, see section 6.5.1.).

### 6.7.3. Registration fees for private higher education institutions

#### **Private engineering schools**

Fees range from €1,500 to €6,000 (rounded figures valid for the 2009/2010 academic year) depending on the school. The engineering curriculum is a 3-year course following 2 years of education after *baccalauréat* level and certain schools with integrated preparatory classes offer a 5-year curriculum. A few schools offer a Fontanet type apprenticeship education over 2 years.

#### **Business schools**

Registration fees range from €4,500 to €7,000 (rounded figures valid for the 2009/2010 academic year).

To provide easier access to students from families with modest incomes, private engineering and business schools often have a system designed to lower registration fees or stagger payments. State recognition allows schools to accept students on State-funded scholarships. Some schools offer internal scholarships and loans (which can be paid back ten years after the student's studies are completed, for example), and offer them paid positions at the institution. Some schools offer programmes that alternate school studies and apprenticeships in companies. Students in these programmes are exempt from tuition fees and receive a small salary of up to 78% of minimum wage (gross minimum wage = on 1<sup>st</sup> January 2010, the hourly rate of gross minimum wage was increased to €8.86, i.e. a gross amount of €1,342.77/month based on 35 legal working hours per week).

## 6.8. Financial Support for Students

In France, students benefit from several types of financial aid: scholarships, accommodation and food aid, other financial aids.

A global reform of direct student aids, applied from the beginning of the 2008 academic year, has created a simpler and more legible aid system based on three types of aid:

- **simpler criteria for social criteria scholarships**, the amount of which now depends on three elements only: the income of the tax household that the student comes from, the number of dependent children in this household and the distance between the family's residence and the student's place of study;
- **a new national emergency aid fund** designed to provide adapted aid to the students experiencing difficulties which cannot be resolved by the scholarship system based on social criteria. This unique fund is governed by allocation criteria determined at national level and therefore common to the entire territory (for example, a student whose parents suddenly lose their jobs, an adult resuming his/her studies or a student breaking away from his/her family and who must take responsibility for his/herself). This aid will be allocated in each academy by a committee chaired by the director of the regional centre for university and school life (CNOUS);
- **facilitated access to loans**: all students, whether or not scholarship holders, may benefit, without parental guarantee or downpayment, from deferred payment loans (full or partial at the student's discretion). (See more in 6.8.4.)

**With regard to accommodation**, the renovation of student accommodations is the focus of the policy undertaken by the ministry in charge of higher Education, which aims at developing student accommodation, diversifying accommodation solutions and using available property whenever possible.

The CROUS' housing offer currently provides approximately 159,000 places. In 2009, 3,807 new student rooms were completed and 8,412 were renovated. The total number of rooms should reach 163,000 by the end of the 2009-2010 academic year.

In addition to the increasing number of new accommodations, which was multiplied by 3 in 2008, an unprecedented effort was initiated with regard to building renovation and rehabilitation with a constantly increasing CNOUS investment allocation in the past few years. In 2010, €91.6 million will be allocated to building renovation and rehabilitation, on top of the €27 million in payment appropriations as stipulated in State-Regions project contracts (CPER).

In February 2008, an exceptional plan to promote student accommodation was launched at the initiative of the President of the French Republic: "operation campus". The idea was to develop ten campuses of excellence to be France's showcase and to reinforce the appeal of French universities. €5 billion has been invested in this operation.

Furthermore, foreign students benefiting from grants awarded by the French government (BGF) or foreign governments (BGE) coming from developing countries have priority on the allocation of accommodation managed by the regional centres of university and school related benefits (CROUS) – 20% of foreign students benefit from this type of accommodation.

**With regard to food services**, foreign students, whether or not they benefit from a grant, have the same rights as French students in terms of access to university restaurants, managed by the regional centres of university and school related benefits (CROUS), or social services. For the price of €2.90 for the 2009-2010 academic year, the university restaurant ticket allows students to benefit from a balanced meal in one of the 540 university restaurants or cafeterias managed by the CROUS.

National Center for University and School Works (CNOUS)

### 6.8.1. Social criteria scholarships

Scholarships are granted according to a national scale, as per the income earned in year n-2, listed as "gross overall income" on the household tax statement, as well as family expenses as measured according to a national scale. Seven levels (0 to 6) are established based on income thresholds. The income thresholds selected for the calculation of the scholarship entitlements were increased by 3.2% at the beginning of the 2008 academic year to broaden student access to the scholarship system. In 2009, these thresholds were further increased by 1.2%. As of 16 February 2010, more than 566,000 students have therefore benefited from a scholarship for the 2009-2010 academic year (i.e. more than 15.3% more students than the previous academic year). Students whose family income is less than €32,440 per year, as opposed to €27,000 in 2007, are now eligible for social criteria scholarships.

In 2008 a special effort was made for the 100,000 most disadvantaged students for whom the scholarship amount increased by 10% compared with 2007 due to the creation of a 6<sup>th</sup> level. In 2009, the scholarships of levels 1 to 5 were increased by 1.5%; those at level 6 increased by 3%, which is more than the cumulated inflation.

Annual rates for the 2009-2010 academic year

Social criteria scholarships	annual rate
level 0 (*)	€0
1 <sup>st</sup> level	€1,445
2 <sup>nd</sup> level	€2,177
3 <sup>rd</sup> level	€2,790
4 <sup>th</sup> level	€3,401
5 <sup>th</sup> level	€3,905
6 <sup>th</sup> level	€4,140

(\*) ZERO-RATE SCHOLARSHIP: based on the national scale, a "zero" level is attributed to certain students. These students are exempt from payment of registration fees and student contributions.

There are also complementary allowances, subject to specific conditions (rates for the 2007-2008 academic year):

- Transport (for students in the Île-de-France region): €153/year, paid on a monthly basis
- 4<sup>th</sup> quarter: payment of the scholarship is maintained during academic summer break.

### 6.8.2. Scholarships based on educational criteria

#### Merit aid

This new type of aid replaced, as of the beginning of the 2008 academic year, scholarships awarded based on academic criteria and merit scholarships. The beneficiaries of merit scholarships in 2007-2008 continue to benefit until the completion of their studies, subject to compliance with eligibility conditions. The objective of merit aid is to promote excellence throughout studies, regardless of the course chosen.

The merit aid takes the form of a supplementary scholarship for the students benefiting from a social criteria scholarship or a main scholarship for those eligible for the SESAME system, i.e. those with no

scholarship holder status but whose family is not liable to pay any income tax, subject to the prior submission of a student social application (between 15 January and 30 April).

Merit aid for 2009-2010 amounts to €1,800.

Excellence is assessed twice during the study curriculum:

- upon entering higher education for baccalauréat holders with *très bien* honours in the latest *baccalauréat* examination, regardless of the higher education course selected provided it is under the authority of the ministry of higher Education and Research and provided it is authorised to cater for scholarship holders. The merit aid is allocated for a maximum of three years in this context;
- upon entering the *master 1* for the best *licence* graduates of the previous year selected by the institutions. It is allocated for the duration of the *master*.

### **"Professional success course – PARP" financial allowance**

At the beginning of the 2009 academic year, the ministry of integration implemented a "Professional success course – PARP" financial allowance to support the integration of young people who, although they came to France in the middle of their education, passed their *baccalauréat* and engage in higher education in a university institute of technology, a higher technician section or a preparatory class for *grandes écoles*. To benefit from this flat-rate and contingent financial aid, the student must have an official French language diploma (DELFI), or must benefit from personalised admission and support due to his/her recent arrival in France, or must be eligible for higher education scholarships on social criteria and have obtained a *très bien* or *bien* honours at the latest session of the general, technological or vocational *baccalauréat*. The PARP allowance is granted for an education course of three years at the most and the amount of the one-off allowance for one academic year is set at €2,400 per person per year (2009-2010 academic year). 200 allowances are granted each year.

### **6.8.3. International mobility aid**

The international mobility aid takes the form of a supplementary aid for students who already benefit from the social criteria scholarship. Monthly payments amount to €400. It is allocated for 2 to 9 months. This aid is granted to students who wish to pursue higher education abroad as part of an exchange programme or to carry out an international work experience, and are posted to a higher education institution under contract with the State. The beneficiaries of this aid are selected by the higher education institution in which they are enrolled.

This aid is paid directly by the CROUS based on the lists of beneficiaries communicated by the institutions.

### **6.8.4. State-guaranteed student loan**

A new "student loan" was put in place at the beginning of the 2008 academic year with the objective of broadening access to loans for the entire student population and enabling students to diversify their study funding sources.

This loan is designed for students under 28, French or nationals from the European Union or European Economic Area.

Loan characteristics:

- Maximum loan amount: €15,000/student in total;

- No resource criteria;
- No parental or third party guarantee;
- Possibility of deferred payment (full or partial at the student's discretion);
- Guarantee period of 10 years maximum;
- Loan for which the default risk is guaranteed by the State, similar to existing systems in other countries.

The following banks are involved in this process: Crédit Mutuel, Crédit Industriel et Commercial, Caisses d'épargne, banques populaires, Société générale. The application is made directly to these banking institutions.

## 6.9. Organisation of the academic year

The beginning and end of the academic year remain respectively 1<sup>st</sup> October and 30 June as per a 1959 decree. However, universities have, in this regard, a genuine autonomy to organise their educational activities. Generally, holiday dates coincide as much as possible with those of school holidays, as established by the minister in charge of national Education.

University curricula are organised in semesters. The French academic year is divided into two semesters, breaking down as follows:

- first semester: early October to late January
- second semester: early February to late May

Examination periods are at the end of each semester. The resits are usually held between the 2<sup>nd</sup> and 3<sup>rd</sup> week of September.

The decree of 8 April 2002, defining the European higher education area, establishes the credit system and focuses on the construction of the educational offer around flexible curricula.

Each semester of the licence and master's curriculum (see 6.10.2.) includes a number of teaching units (UE), to which an ECTS value is allocated (European credit transfer system). The number of ECTSs depends on the importance of the subject in the curriculum considered (number of hours, student workload, personal work). Stages (semester equivalents) are each worth 30 ECTS credits in total.

##LEG ID="L0095"\$\$Decree of 8 April 2002##/LEG\$\$

## 6.10. Branches of Study, Specialisation

There are a great number of fields of study in tertiary education. They are broken down into short and long fields, which are determined by the nature of the degrees involved.

### 6.10.1. Short courses

Duration: two years, corresponding to the first cycle (two years). This primarily includes the industrial, services and paramedics sectors.

The following degrees fall into this category:

- **University degree in technology (DUT):** earned in two years in a University institute of technology (IUT). There are currently 25 specialisations (one of which is experimental), 15 of which are in the manufacturing sector and 10 in the service sector. The teaching units (UE) acquired by the student can now be cumulated and result in the allocation of European credits (ECTS). The award of the DUT implies the acquisition of 120 credits, with 30 European credits per validated semester. In addition, decree no. 84-1004 of 12 November 1984 on university institutes of technology stipulates that admission is automatic for pupils having obtained *bien* or *très bien* honours that year in the technological *baccalauréat* with a vocational domain corresponding with the department of the university institute of technology requested.
- **National degree in specialised technology (DNTS):** created in 1994, the DNTS was designed to acknowledge a specialised education in technology, during which students divide their time between coursework and a company traineeship. It corresponds to one year of education following a DUT or BTS and specifically meets the requirements of the professional sectors. DNTS are disappearing in favour of vocational *licences*, with only 3 DNTSs still in operation at the beginning of the 2008 academic year.
- **Diplôme d'études universitaires scientifiques et techniques (DEUST):** two-year degree offering direct access to a professional career. There are increasingly fewer DEUST due to the development of the University institutes of technology (IUT) and the higher technical education sections (STS). Some universities and institutes under the authority of the Ministry of Social Affairs also offer paramedical courses leading to a *diplôme d'exercice* (professional practice degree) in the following disciplines: speech therapy, orthoptics, audioprosthesis, midwifery, social aid, etc. Some courses are organised jointly with the Ministry of Health: physical therapy/massage, nursing, etc. This qualification is due to disappear with the emergence of the new LMD system of university qualifications.
- **Brevet de technicien supérieur (BTS):** earned through higher technical education sections available in over 2,000 lycées (public, private under contract and private without contract). The BTS is a two-year programme that is more specialised than the DUT programme (see above) and corresponds to very precise fields. BTS specialisations are organised by field: Art and applied arts, Agriculture/agri-food, mechanics, chemistry, electronics, electricity, Services/Tertiary/Commerce etc. The integration of BTS training courses within the context of the European area for higher education was validated by decree no. 2007-540 of 11 April 2007. Thus, the BTS course was integrated into studies leading to the *licence* qualification and the decree stipulated that the awarding of the qualification requires 120 ECTS credits. This decree stipulates that admission is automatic for pupils and apprentices who have obtained *bien* or *très bien* honours in the technological *baccalauréat* with a vocational domain corresponding with the department of the university institute of technology requested.
- **Vocational licence**, which meets European requirements for an educational programme that issues a degree in line with European labour market standards as well as the demand for new qualifications between the higher technician level and the engineer/executive level. This

course has to prepare students to quickly acquire professional qualifications that meet clearly identified needs and industry requirements. Initial training is available to a diverse range of students from STS or IUT courses as well as from the second year of general *licence*. A choice of differentiated programmes guides students with various educational backgrounds towards the same qualifications. The vocational *licence* curriculum is one year (or two semesters) following the DUT, BTS or 2 years of general licence and implies the acquisition of 180 European credits (ECST). It is also available in continuing education, thereby giving working technicians the opportunity to develop their career. It also uses the validation of acquired experience, [VAE](#) (see 5.17.2.3.).

## 6.10.2. Long courses

### 1) First level: licence

The *licence* of the three-level system (LMD) replaces the former system of first cycle of university education resulting in the granting of the *diplôme d'études universitaires générales* (General university diploma, DEUG) achieved in two years and followed by the licence, achieved in one year. University studies leading to licences (LMD) are laid out over six semesters (3 school years). They are organised by field, and are offered in both initial and continuing education formats. Students must complete 180 European credits in order to obtain their licence. At the intermediary level, students can earn various types of national degrees after completing 120 European credits. Among these degrees are the "*maîtrise*" – qualification awarded to students who have presented a final written report (thesis) and passed the tests at the end of one year of university accessible to the holders of a licence; in the new three-level higher education system, "licence/master's degree/doctorate", this becomes a qualification for the first year of a master's preparation (M1).

The programmes operate under the objectives defined for the general university studies degree (DEUG), multi-discipline licences, the licence in public administration, the university degree in technology (DUT), the *diplôme d'études universitaires scientifiques et techniques* (DEUST) and the national interpreter/guide degree.

Universities can also provide programmes that operate under new objectives, both at the licence and intermediary levels.

Limiting the failure rate in *licence* is one of the objectives of the minister's policy, who launched the multi-year plan for success in *licence* in 2007 (for the 2008-2012 period). This plan mobilises significant resources based on three major targets:

- Turn the *licence* into a national diploma leading to a qualification, for professional integration and higher education continuation purposes;
- Considerably reduce the failure rate in the first *licence* year;
- Help achieve the objective of increasing the proportion of any age category obtaining a higher education qualification to 50%.

This plan has already enabled universities to mobilise educational teams against failure, provide personalised student support and undertake innovations in their teaching methods. The assessment of the measures implemented is taken into account in the drafting of four-year contracts between the State and the institutions.

### 2) Second level: master's degree

The educational offer at *master* level meets the dual objective of preparing students for research and providing them with a curriculum leading to high-level professional integration. The master's degree requires 120 credits after the *licence*, earned over four semesters.

The first 60 credits (M1) can, at the student's request, lead to the awarding of a national *maîtrise* qualification at intermediate level.

The final credits lead to the awarding of a national master's degree.

All universities have committed to implementing the Bologna process and have integrated all their former courses into these new curricula.

### **3) Third level: doctorate**

The third level demands a high degree of specialisation and research training. Those accepted in the doctorate programme are chosen from candidates who hold a national master's degree or another master's degree equivalent qualification, an engineering degree or a degree considered equivalent upon validation of the student's acquired knowledge.

Upon completion of a master's degree or a degree recognised as equivalent, students who have demonstrated skills in research can be admitted to PhD programmes in doctoral institutions. Students obtain a doctorate after three to four years of work (defence of a thesis or presentation of a body of work). After obtaining the doctorate, they can register to become accredited to manage their own research projects, a degree that grants its holder the right to begin original high-level research and manage a team of young researchers. The main objective of the degree is to gain access to the body of "university professors". In accordance with the commitments made in the "Pact in favour of research", the legislative equivalent of which is the programme law for research no. 2006-450 of 18 April 2006, the doctoral curriculum was renovated after a vast nationwide consultation. Following this reform adopted by the order of 7 August 2006, the doctoral curriculum must provide young doctors with a course of excellence, attractive both nationally and internationally, as well as an improved professional integration. Four major guidelines have been selected: the reaffirmation that doctoral schools are pivotal elements of the French doctoral education offer; the priority given to "quality assurance"; the acknowledgement of the doctorate as "professional research experience" and the reinforcement of processes designed to guarantee doctoral students a course of excellence; access to a doctoral school for all higher education institutions.

In addition, doctoral schools allow for:

- Support and guidance from acknowledged research teams or units;
- Programmes that are useful to managing their own research project and working towards their professional goals;
- International exposure;
- The possibility of doing an internship in a professional environment;
- Post-doctoral follow-up.

In addition to the national degrees recognised by the Minister of Higher Education, universities can also offer degrees under their own responsibility (university or institutional degrees). These degrees remain under the sole responsibility of the universities and institutions. The State does not get involved either in recognising the degrees or monitoring their quality. The schools often have recourse to this solution when they have very specific or temporary needs, and particularly professional needs. However, it is the policy of the Ministry of Higher Education to favour the system of national degrees, which provide students with better guarantees.

In health-related fields, which are also organised into three cycles, the total duration of studies varies depending on the discipline:



- It takes 9 to 11 years to obtain a State degree as a general medical practitioner and specialised medical practitioner;
- 1<sup>st</sup> and 2<sup>nd</sup> cycles, lasting for 6 years, are completed by a 3<sup>rd</sup> specialisation cycle of 3 years for general medical practice, 4 years for medical specialties and 5 years for surgical specialties.
  - In dentistry, it takes six years to obtain a State degree in dental surgery or eight years when it is completed by a degree in advanced dental surgery studies (training taken by interns);
  - In pharmacy, it takes six years to obtain a State degree as a doctor of pharmacy or 9 years when completed by a degree in specialised studies.

Since 2007, the minister in charge of higher education has committed to making the doctorate the flagship diploma of the national education system (see more in 6.16.).

#### **4) Long courses in *grandes écoles***

Fields of study are highly diversified in the *grandes écoles*. The main branches are as follows:

- **Technological studies** in scientific *grandes écoles* or engineering schools that issue engineering degrees upon approval of the Ministry of Higher Education, after consulting with the engineering degrees committee. The duration of engineering studies depends on the level at which the students are admitted: 1<sup>st</sup> year admission of integrated preparatory classes at [baccalauréat](#) level or [baccalauréat](#) +2 years of studies (in preparatory classes). The level of the qualification awarded is [baccalauréat](#) +5 years of higher education (This is the total duration of higher education following the award of the [baccalauréat](#));
- **Literature and sciences**, four-year programmes in *écoles normales supérieures* (ENS);
- **Business studies** in private and consular business schools. The level of the degree earned and the duration of studies depends on the schools and the level at which the students are admitted: 1<sup>st</sup> year admissions into these schools is at *baccalauréat* level or *baccalauréat* + 2 years of post-*baccalauréat* studies; the qualifications range from [baccalauréat](#) + 3 years of higher education to [baccalauréat](#) +5 years of higher education.
- **The degree in architecture**, earned in three years after the [baccalauréat](#), now has the level of the licence, whereas the State degree in architecture (five years) now has the level of the master's degree. National superior institutes of architecture can be authorised to issue a doctorate in architecture as part of the doctoral schools in which they are members. The right to manage projects can be obtained after completing one year of additional training immediately after receiving the degree in architecture, or after several years of professional experience.

Programme law for Research

## **6.11. Curriculum**

The Ministerial Order of 23 April 2002 on university studies leading to a licence provided for programmes to be spread out over six semesters and organised them by field in both initial and continuing education formats. The programmes operate under the objectives defined for the following degrees: the DEUG and licences regulated by the Ministerial Order of 9 April 1997, multi-discipline licences regulated by the Ministerial Order of 7 June 1994, the licence in public administration regulated by the Ministerial Order of 11 April 1985, the DUT regulated by the Ministerial Order of 20 April 1994, the DEUST regulated by the Ministerial Order of 16 July 1984 (*not included in the LMD structure from 2007-2008*), the licence professionnelle regulated by the Ministerial Order of 17 November 1999, the national interpreter/guide degree regulated by the Ministerial Order of 13 October 1995.

The study programmes include, to a various extent depending on the degree, education theory, methodology, and practical applications. Based on the educational objectives (while ensuring that students acquire a certain general foundation of knowledge), the programmes can include elements of pre-professionalisation, professionalisation, individual or group projects, and one or more internships. The law of 31 March 2006 on equal opportunities provides for a mandatory work placement agreement, a limitation of the duration of work placements which are not part of the curriculum to six months and a mandatory remuneration for work placements of more than two consecutive months. Signed on 26 April 2006, the "student work placement charter" enables the clarification of the role of the higher education institution, of the host company and the student, invited to put into practice their knowledge. The charter also offers three new guarantees aimed at securing work placements: mandatory supervision by a teacher and member of the company; a standard agreement engaging the responsibility of the three parties: the teacher, the member of the company and the student; the implementation of evaluation and follow-up procedures.

In compliance with the principles of the student work placement charter, each education institution draws up, within the framework of their training policy, a work placement policy, which will be subject to evaluation in the context of the contract linking the State and the institution.

The curricula notably involve learning university working methods and research techniques. The programmes are organised into mandatory teaching units (UE) chosen by the student and in some cases elective units. They include appropriate levels of modern foreign language teaching and IT training.

The *Certificat de Compétences en Langues de l'Enseignement Supérieur* (CLES, Higher Education Language Skills Certificate) is a certification recognised by the Ministry of National Education (created by the order of 22 May 2000) and associated with the Common European Framework of Reference for Languages (CEFR). It evaluates the students' operational communication skills in several languages. The CELS is a comprehensive certification system as it directly assesses **5 skills**:

- oral comprehension;
- written comprehension;
- written expression;
- oral expression and oral interaction.

It is currently available in **9 languages**: English, German, Spanish, Portuguese, Italian, Arabic, Polish, modern Greek and Russian. New languages are progressively added to this offer.

The CLES is designed for a population in initial education: it is aimed at any student enrolled in any type of higher education institution, regardless of his/her number of years on the course, provided he/she does not specialise in the CLES certification language he/she wishes to apply for. For example: an English student cannot apply for an English CLES (regardless of the CLES level) but can apply for a Spanish CLES to certify his/her skills in this language not specialised in.

In addition, students can apply for any CLES level at any time in their academic career.

Furthermore, the circular of 30 April 2002 created the Internet and IT certificate (C2i® level 1) to allow students to master the skills which have become crucial for the continuation of higher education and give them the ability to upgrade these skills as technology develops. All universities have now implemented the C2i® level 1. In light of the increasing importance of information and communication technologies in society, the provisions of circular no. 2008-122 of 4 August 2008 specify the authorised institutions, population targeted, the training prior to certification for the students enrolled in an institution, the certification procedures, follow-up and transitional provisions.

According to these provisions, the preparation for the certification must, whenever possible, start during the first year of the *licence* cycle, notably in the 1<sup>st</sup> semester, and be integrated into the institutions' LMD programmes.

Furthermore, the skills stipulated by the C2i® level 1 are developed in the reference system which includes 44 skills divided into 9 domains, i.e.:

- **General and cross-sectional aptitudes:**
  - take into account the evolving nature of ICT;
  - integrate the ethical aspect and compliance with a code of good conduct;
- **Practical expertise:**
  - appropriate the working environment;
  - search for information;
  - save, secure, archive data locally and in a network or wireless;
  - produce documents for printing purposes;
  - make presentations in person or on-line;
  - exchange and communicate remotely;
  - undertake collaborative projects remotely.

These skills must be acquired as part of disciplinary, inter-disciplinary or cross-sectional educational activities, the objective being to obtain the C2i® level 1 before the end of the *licence* cycle.

In order to create a coherent teaching environment, universities establish rules of advancement within the programmes they offer, particularly with respect to the requirements for the various teaching units (UE) proposed. This type of organisation makes it possible to redirect students through the establishment of "gateways".

University studies can begin with an orientation semester, which gives students the opportunity to familiarise themselves with the university and the discipline they have chosen, but also to decide whether or not the choices they have made are right for them and to find a new direction early on so they do not lose a year.

Furthermore, organising the first year of a licence programme allows students to find their true direction by the end of the first semester. It is up to the students to choose either to continue their current course of study or choose a new course at the end of the first semester. In the second semester, they can choose to:

- continue the same licence programme,
- begin a new licence programme,
- ask to be transferred to a different programme ([STS](#), [IUT](#), etc.).

The Ministerial Order of 23 April 2002 amended by the order of 26 August 2008 establishes a certain number of principles guaranteeing student rights with respect to the system of measuring acquired knowledge and skills.

This system notably includes: compensation, capitalisation, the coefficient of teaching units, and two exam sessions.

Students must be informed of the system one month after the start of the school year at the latest.

## 6.12. Teaching Methods

As with study programmes, each institution is responsible for its own pedagogical organisation. For universities, however, there are national regulations governing the general organisation of teaching programmes, which are generally divided between lectures, guided projects and practical work. It is the university's job to balance these three teaching methods with respect to the objectives of each curriculum.

## 6.13. Student Assessment

Obtaining a degree means taking written and oral exams on the content of the courses (UE) making up each cycle. The methods of measuring acquired knowledge and skills are defined in compliance with the measures set forth in the 1984 law by the president of the university or the head of the establishment, after consulting with the Council of studies and university life (CEVU). All students have the right to participate in two exam sessions, set at least two months apart, usually in June and September.

Knowledge testing procedures for master's degrees are defined autonomously by the institutions. They must appear in the accreditation application. This degree reflects the successful completion of knowledge and skills tests, based on the education provided, the research thesis or other individual study projects, thereby initiating the work required of doctoral students, and one or several work placements, if required by the course. Finally, the master's degree can only be awarded once a foreign language has been mastered.

In non-university institutions, a system of regular tests and annual exams is used to evaluate student progress from the first year through the year the final degree is obtained. Usually the programme includes a practical internship for which the student must submit a report or present a technical project, which is taken into consideration for the delivery of the degree.

The following is the most common performance evaluation model:

In each course (teaching unit or UE), acquired skills and knowledge are measured through regular testing procedures or a final exam.

Regular testing is the typical method used in study programmes. It is the most appropriate framework for in-depth and gradual knowledge acquisition. The tests administered take into account a series of coursework: untimed individual assignments, timed written exams, presentations, etc. and end-of-semester exams. Evaluation methods are specified according to the discipline.

End-of-semester exams are written tests taken under the teacher's surveillance. The marks obtained are recorded, taking into account the coefficient assigned to them.

The regular testing system implies good attendance on the part of the students. Failure to take a test, turn in an assignment, or participate in an end-of-semester exam automatically results in a mark of 0/20 for that exercise. On examination of a student's personal situation, the teacher can offer a make-up test or assignment, or the student can ask for a derogation with a view to taking the final exam.

Failure to take a final exam automatically results in a mark of 0/20.

The two annual examination sessions are organised under the following conditions:

- Exam procedures guarantee the anonymity of written exams,
- The exam layout and organisation are specified in a memo posted to students at the registrar's office of each department,
- The system for measuring acquired knowledge and skills is set forth by the president of the university, after consulting with the CEVU (*Conseil des études et de la vie universitaire*), and has to be communicated to students no later than one month after the start of the school year.

In addition, semester validation (stages in the European credit system) results in the associated number of European credits (ECTS):

- A stage (semester) can be obtained:
  - either by validating each of the UEs constituting this stage (grade higher than or equal to 10 in each UE)
  - or by averaging these UEs (weighted average of the UEs higher than or equal to 10), the process being automatic only if the student has obtained a grade higher than or equal to 7 in the different UEs.
- The grade of the stage (semester) is equal to the weighted average of the grades of the UEs that constitute this stage. The respective weights of the UE grades are proportional to the number of credits of these UEs.
- UEs validated individually are definitively acquired. Conversely, the student is entitled to refuse the validation of a stage obtained by averaging UEs if they think they can improve on the results of the UEs not yet obtained (grade lower than 10) the following year.

Finally, "stage" and "qualification" juries are empowered to allocate "jury points". The qualification jury, which decides on the award of the qualification based on the decisions made by the different stage juries, can, by the end of the curriculum and beyond the validation schemes provided, reconsider the entire progression of the student throughout the stages (semesters) and decide to award the qualification, therefore allocating the necessary number of credits, even if all stages have not been obtained.

## 6.14. Progression of Students

At university, the teaching programmes are broken down into units (UE) that are accumulated (see 6.13.). Units are acquired for good and can be capitalised once the student has obtained the required average mark. The acquisition of teaching units and degrees is based on the principles of capitalisation and compensation used in the European credit system. Acquiring teaching units at university earns students the corresponding number of European credits (ECTS).

Access to the first year of a master's course is automatic for all students holding a *licence* in the same discipline. Access to the second year of a master's course is decided by the head of the institution further to a proposal by the person in charge of the discipline.

The *maîtrise* qualification, an intermediate degree between the *licence* (180 European credits) and *master's degree* (300 European credits), is awarded to the students requesting it after obtaining the first 60 European credits after the *licence*.

Students holding a national master's degree or master's equivalent qualification can progress to doctoral studies.

The doctorate curriculum lasts for **six semesters** (it corresponds with a [baccalauréat](#) qualification + 8 years of studies). The awarding of the qualification is conditional upon the presentation of a doctoral thesis.

In addition, the new order of 7 August 2006 relative to doctorate education (see 6.3.), based on a vast nationwide consultation, is in keeping with the guidelines set out in the "European researcher charter", notably with regard to the status of the doctorate student. This text opens up the doctorate curriculum to all scientific partnerships, the utmost concern being the search for excellence. The attention given to the implementation of the "thesis charter", an authentic moral contract between the doctorate student, their doctoral thesis supervisor, the head of the doctorate school and that of the host laboratory, constitutes a guarantee of quality insofar as it defines the rights and duties of each party. The preparation of a doctoral thesis must be consistent with a personal and professional project, clearly defined in terms of objectives and resources.

## 6.15. Certification

Licence and master's degree programmes, as well as intermediary degrees (see 6.10.), are issued by universities and occasionally by other public scientific, cultural and professional institutions (EPCSCP) accredited for this purpose by the Ministry of Higher Education.

The ability to issue degrees is granted and renewed by the Ministry of Higher Education after review of an application presented by the establishment in question, which is evaluated by a scientific and technical panel of experts and examined by a educational board of review for institutional projects (CEPPE), or by a national commission, after the national council of higher education and research presents its opinion (CNESER, see 2.7.2.1.).

The national qualifications which can be awarded during studies leading to the *licence* title are as follows:

- law *capacité*;
- university diploma in scientific and technical studies (DEUST);
- general university studies diploma (DEUG, at the request of the student);
- university diploma in technology (DUT);
- national diploma in specialised technology (DNTS), which is progressively disappearing;
- general university studies diploma awarded by vocational university institutes;
- licence;
- vocational licence;
- licence awarded by vocational university institutes.

The diploma which officially confers a degree is the national *master* degree. The academic *master* degree can also be awarded by the State, following a national evaluation and examination in the National Council for higher education and research (CNESER), to the holders of other degrees such as:

- the certified engineer qualification, following an evaluation by the engineering degrees committee (CTI);
- the end-of-studies diploma awarded by an *Institut d'études politiques* (IEP or Institute of political studies);
- the State diploma of veterinary doctor;
- the end-of-studies diploma from certain higher business and management schools;
- the State diploma in architecture;
- the national heritage conservation diploma;
- the diploma from the second cycle of Ecole du Louvre;
- the diploma from the special Saint-Cyr military school;
- certain diplomas from the Paris-Dauphine University institutions featured on the list determined by the minister for higher education, mentioned in article 2 of the decree of 30 August 1999 relative to the *master* degree.

## 6.16. Educational/Vocational Guidance, Education/Employment Links

Law no. 2007-1199 of 10 August 2007 relative to the freedom and responsibilities of universities entrusts higher education institutions with a vocational guidance and integration mission so that they can support students up until they join the labour market.

Universities now have a duty to publish the statistics on their success rates in examinations and above all on the professional integration of their graduates. In order to help universities fulfil this mission, the law of 10 August 2007 stipulates that it is their responsibility to create professional integration support offices. These offices will publish a list of work placements and job offers corresponding with the education provided by the university and will help students look for placements and a first job.

It is also necessary to improve pupil and student information on the nature of the education provided by higher education institutions and to raise their awareness of available professional integration perspectives at the end of higher education. This more in-depth knowledge of the reality of the business world will enable them to design a professional project with full knowledge of the job opportunities available to them.

This is why article 20 of the law of 10 August 2007 stipulates that "All candidates are free to enrol in the institution of their choice, provided they have previously requested a **pre-enrolment** application in order to benefit from the information and guidance system of this institution, which must be established in consultation with the lycées."

The pre-enrolment procedure is, on the one hand, a way for the candidate to express one or several interests and, on the other, an information and guidance process called "active guidance".

This active guidance process is an advice and support-oriented approach initiated by universities for the benefit of future *baccalauréat* graduates. Its objective is to fight against academic failure by helping young people make documented guidance choices and enrol in suitable courses. The active orientation approach has triggered a strong dynamic between the universities and secondary education institutions, thereby guaranteeing genuine support for young people faced with orientation choices. Furthermore, throughout the first year in university, students can take advantage of interviews to envisage another orientation if they so desire.

In addition, a website listing all higher education courses has been made available to future students: the "Admission Post-Bac" portal (Post-*baccalauréat* Admission"). It is an integral part of the actions implemented for active orientation, enabling future students to pre-enrol and benefit from guidance on the courses proposed by higher education institutions. In 2009, this website was extended to all academies. It features more than 9,000 courses (*Licence*, STS, IUT, CPGE, schools etc.) in more than 2,000 public and private institutions under contract.

The law of 12 November 1968, known as the Faure law, had pointed out the necessity of genuine guidance for young people within universities. In 1973, the official creation of university information and guidance departments was concomitant with the reform of first cycle university education. The Savary law of 26 January 1984 on higher education made student guidance activities an integral part of the public service missions of higher education (article 5).

By the decree of 1986, student information and guidance services became part of university and were named joint university and inter-university services for guidance and professional integration (SCUIOP).

The SCUIOP is supposed to give future *baccalauréat* graduates information on university courses by drawing up documents on the education provided by the university, on professions and professional integration.

It also encourages the realisation of guidance missions entrusted to teacher/researchers.

Finally, it develops all actions designed to facilitate the professional integration of students and creates the necessary relationships with the professional world and employment services. It publishes an annual report on the professional integration of former students.

Due to its missions, the SCUIOP constitutes a major player in the implementation of the provisions of the law no. 2007-1199 of 10 August 2007 relative to the freedom and responsibilities of universities.

There is a national association of directors of Joint University Services for Information and Guidance (SCUIO).

In addition, it is the responsibility of each institution to provide information on the professional opportunities associated with the studies envisaged, by mobilising all their staff and services.

Since 2007, the minister in charge of higher education has notably committed to making the doctorate the flagship diploma of the national and European education system, and has taken several initiatives by virtue of the programme law for research of 18 April 2006, which recognises doctoral students as young research professionals.

Thus, to further reinforce the appeal of the doctorate, a new contract for doctoral students is proposed which includes more guarantees and can be adapted on a case by case basis. This new "doctoral contract" created by the decree of 23 April 2009 is therefore a unique contract for all public higher education or research institutions (universities and research institutes), providing more protection than previous systems. It integrates all activities directly related to the preparation of the doctoral degree into a single contract, as well as additional activities relevant in preparing doctoral student for the professional world (teaching, company assignments, research promotion, dissemination of scientific and technical information). It will be entered into for three years and may be extended for one year for specific reasons associated with the thesis or the personal life of the doctoral students such as maternity leave or sick leave. The doctoral contract should provide all the social guarantees of an actual work contract, in accordance with public law. In particular, the employer must offer doctoral students all the training required for the successful completion of their tasks, with regard to the preparation of their thesis or the additional activities entrusted to them.

The doctoral contract notably stipulates that the salary may be negotiated above a minimum amount with no upper threshold. Thus, universities and research organisations will be truly competitive so as to attract the best elements to their laboratories, even at thesis level. Similarly, young *master* graduates or young engineers will be able to commit to their thesis without relinquishing their right to a salary.

## 6.17. Private Education

All private institutions of higher technical education can request State accreditation, which is a label of quality that the State grants to schools that it deems make a positive contribution to public teaching and offer a good level of education. The following criteria are reviewed in the process of obtaining State accreditation:

- first of all, teaching programmes: objectives and duration, conditions and level of admission, hours and schedules, teaching methods, composition and quality of teaching staff;
- legal status (association, *société civile*);
- financial situation (origin and use of funds);
- non-profit nature of the association managing the school;
- research activity;
- quality of the teachers and permanent nature of their employment in the school;
- proportion of teacher researchers among teachers;
- quality of the pupils' professional integration;
- material facilities (premises, equipment).

Accreditation is granted by order of the Ministry of Higher Education, in consultation with the national council on higher education and research. The students of institutions accredited by the State are eligible to obtain public education scholarships; these institutions are eligible to receive subsidies, teachers from the public sector (by loan), and their students have the possibility to obtain public-sector



scholarships. Accredited institutions can be subject to inspection, and the appointment of the director and teaching staff must be approved by the [recteur](#) of the [académie](#).

Authorisation to issue a State-accredited degree can be granted by the Minister of Higher Education to State-accredited institutions. The criteria are the same as for the institution's accreditation process, however it must meet even stricter requirements in terms of level of education and teaching quality.

Only the schools accredited by the minister for higher education, after a decision by the engineering degrees committee, are entitled to award the certified engineer qualification.

This accreditation is awarded following an in-depth expertise procedure carried out on site and based on evidence by the engineering degrees committee.

## 6.18. Organisational Variations and Alternative Structures

There are two alternative structures available: correspondence courses and *alternance* (alternating periods of coursework with employment). This second option was designed for unqualified youths who had left the school system.

### A) Long-distance education

The national centre for long-distance education (CNED), which comes under the authority of the Ministry of National Education, offers teaching and training courses by correspondence in all fields and at all levels (university degrees, business training, accounting classes, etc.). The CNED takes advantage of new information and communication technologies (TIC), but also uses traditional long-distance techniques. It also offers seminars and meetings between students and teachers for certain programmes that require a higher degree of professional qualification. The CNED has created a programme called "*campus électronique*" (electronic campus), which gives users access to all of the same services available on a real campus: reception, records, evaluation, teaching programmes, library, resource centre.

It also offers special prep courses for the recruitment tests for all categories of teachers and administrative personnel for the national education system. Based on conventions with other ministry divisions, it also has prep courses for tests for recruitment to their major administrative departments.

Higher education is being significantly impacted by the changeover to the [LMD](#) (licence, master's degree, doctorate) system. The CNED is participating fully in this process and is working with over 60 universities and institutions to put the system into action. 35,000 students pursue long-distance higher education each year.

The number of students registered for the BTS (see 6.10.1.) has been decreasing regularly for several years now. This is due in part to the priority given to level Licence (*baccalauréat* +3 years).

The CNED's selection of university courses is currently being updated to render it more consistent with the new system.

Higher education is also impacted by certain national projects aimed at modernising universities by integrating information and communication technologies at the regional level, through the creation of digital regional universities (UNR), and at the national level through the creation of digital thematic universities (UNT) and the French-speaking legal digital thematic university (UNJF).

Lastly, in 2000 the Ministry of National Education launched a call for project bids for the creation of university consortiums for the purpose of developing digital campuses. Since then, the CNED has

participated in the projects to modernise higher education through the use of information and communication technologies. It participates in several digital campuses and thematic digital university projects, such as the Forse and Canège campuses, which is developing into a UNT, and runs the Campus Cultura.

## **B) Alternating education – apprenticeship and professionalisation contract**

Apprenticeship education enables 16 to 25 year-olds to sign a work contract alternating training between the company and the apprenticeship training centre (C.F.A.). Apprentice students benefit from education alternating between the university and companies, combining theory and practice. They prepare for a qualification while being remunerated and benefiting from the social benefits associated with a salary (social security, unemployment benefit, holiday pay etc.). The professional experience acquired is a major asset with employers and improves access to employment. The apprenticeship contract is a special fixed-term work contract between a student and a training company for a duration of 12 to 36 months depending on the qualification sought. The young person benefits from a salaried status, the support of an apprenticeship supervisor throughout their curriculum and remuneration set as a percentage of the minimum inter-professional wage (minimum wage = on 1<sup>st</sup> January 2010, the hourly rate of gross minimum wage was increased to €8.86, i.e. a gross amount of €1,342.77/month based on 35 legal working hours per week).

In addition, the occupational training contract, which has replaced the qualification contract since November 2004, is aimed at all 16 to 25 year-olds (age as of last birthday) and persons over 26 seeking employment. Its objective is to allow them to acquire a professional qualification and promote their professional integration or rehabilitation. The occupational training contract is a fixed-term or full-time alternating work contract including occupational training. In all cases, it must be made in writing.

When it is a fixed-term contract, its duration is that of the occupational training envisaged. It can be renewed once if the beneficiary of the contract was unable to obtain the qualification envisaged due to:

- failure in the tests evaluating the curriculum taken;
- maternity, illness, industrial accident;
- a fault of the training institution.

When the fixed-term contract expires, no severance pay is due.

## **C) Lifelong university education**

Lifelong university education is provided by institutions of higher education (universities, engineering institutes, CNAM, etc.). It is governed by a legal framework that has ushered in significant developments since the Law of 16 July 1971 on the organization of the professional in relation to lifelong university education. Universities have been pioneers in validating professional skills. They have been providing access to professional training since 1985 and have issued partial degrees since 1993. The social modernisation law of 18 January 2002 took this a step further by allowing for an entire degree to be earned by having professional experiences validated ([VAE](#), see 5.17.2.3.), including volunteer, social and unpaid work.

The institutions proposed three types of training programmes:

- Short traineeships for companies and administrations;
- Long traineeships that can lead to the delivery of university degrees;
- Programmes leading to national degrees, particularly professionally-oriented, degrees and certificates registered with the national professional certifications registry: DUT, DEUST, [licences](#), [licences professionnelles](#), [maîtrises](#), engineering certificates, etc. (for more information about diplomas see 6.10.).

The programmes can be organised in different ways:

- Organisation specifically designed for students in continuing education (full or part-time traineeships),
- Organisation of continuing education courses for people who are working (evening courses, full-day or half-day courses, correspondence courses, etc.),
- Admission of continuing education students into initial education groups.

Universities are also starting to organise their continuing education programmes into modules and using the credit capitalisation system.

In addition, information and communication technologies are creating new possibilities for continuing education. The link between long-distance education and on-site education will help meet the needs of a variety of prospective students, and especially those who have only a limited amount of time they can devote to their studies (family obligations, late working hours, part-time work, distance from the university, handicap, etc.).

The National Centre for Distance Learning (CNED)

Social modernization's law

## 6.19. Statistics

### Student numbers as of 2009/2010 (Figures at the beginning of the academic year, MESR)

In 2009-2010, 2,230,700 students were enrolled in higher education in metropolitan France and Overseas *départements*, i.e. 1,300 less than in 2006.

Type of institution	Number of students
Universities*	1,251,700
University institute of technology (IUT)	119,300
Higher classes: CPGE	82,000
STS	244,000
Other institutions (public and private)**	533,700

\*Excluding IUT

\*\*IUFM, engineering, business, paramedical and social, architecture, artistic schools.

In 2008, more than one in four students (26.4%) are based in the Ile-de-France region, 13.5% of them in Paris. In other regions, the main academies are in Lille, Lyon, Toulouse and Nantes, with a combined 23.6% of the total number of students. The smallest metropolitan academies are in Corsica, Limoges and Besançon, with a combined 2.6% of the total number of students (*Source: Repères et références statistiques*, 2009 edition).

### Breakdown by gender (*Repères et références statistiques*, 2009 edition)

Women represent 57.8% of the academic population. While the majority in *Licence* (57.4%) and *Master* courses (59.8%), they only make up 47.4% of the Doctoral course. The male/female breakdown by discipline hardly varies compared with the 2007-2008 academic year. Women's presence increases in human and social sciences (69.7% compared with 67.9% in 2007-2008). Women remain the majority, in particular in languages (75.1%), literature-language sciences-arts (73.0%) and human and social sciences (69.7%). However, they remain the minority in fundamental

and applied sciences (25.5%) and physical activity and sport sciences and techniques (STAPS) (33.1%).

### **Personnel (*Repères et références statistiques, 2009 edition*)**

In 2008-2009, 91,300 people taught in public higher education institutions in metropolitan France and Overseas *départements*, 80% of them in universities (excluding IUT and IUFM). The total number of higher education teachers continues to increase (+ 1.3% in one year).

Among these teachers, 63.2% are teacher researchers, i.e. 57,700 (+ 0.2% on 2007). They include:

- *Professeurs des universités* (University professors): 20.9% of the total number of teachers;
- *Maîtres de conférences* (lecturers): 38.6%
- *Assistants titulaires* (full-time assistant teachers)

The other three personnel categories are composed of:

- 14,400 secondary education teachers (15.8%)
- 14,900 non permanent teachers (ATER and coordinators, 16.3%)
- 4,200 senior registrars.

In 2008-2009, teacher breakdown by discipline was as follows:

- 40.2% for sciences;
- 30.7% for literature
- 14.7% for law
- 14.4% for the health sector, 39.1% of whom are professors and 33.7% are senior registrars.

**Supervision ratio** (source: MESR, beginning of the 2009/2010 academic year).

In 10 years, the number of students enrolled per full-time teacher has dropped by 20%, i.e.:

- One teacher for 25 students in 2000
- One teacher for 20 students in 2009

### **Higher education structures in 2008/2009 (*Repères et références statistiques, 2009 edition*)**

In 2008, 4,343 public and private institutions, participate in the higher education service in France :

- 82 universities, including 2 *instituts nationaux polytechniques* (national polytechnic institutes);
- 231 engineering schools;
- 206 business, management and accountancy schools;
- over 3,000 other institutions, in particular *lycées* including STS (2,182) or CPGE sections (422). There are 13 private university institutions.

20% of universities are located in the Paris (Ile-de-France) region. Similarly, for engineering schools outside university, business schools, CPGE and other institutions, the proportion of the Ile-de-France region ranges from 23% to 27%. Conversely, there are more STSs, IUTs and above all engineering schools attached to universities in the other regions (84% to 90%).

These institutions offer curricula resulting in over 2,500 recognised qualifications, including:

- 1,402 masters;
- 322 licences;
- 1 438 vocational licences;
- 491 engineer qualifications in more than 200 specialisations;

- 305 certified doctoral schools within higher education institutions.

**Evolution of immediate enrolment rates of *baccalauréat* holders (in %) in the different higher education courses (metropolitan France + overseas *départements*)**

Type of <i>baccalauréat</i>	2000	2002	2003	2004	2006	2007
<b>General <i>baccalauréat</i></b>						
University excluding IUT	61.8	62.4	62.8	62.1	58.8	55.6
IUT	11.2	11.4	10.7	10.7	10.4	10.7
CPGE	12.6	13.6	13.0	13.6	13.2	13.3
STS	9.0	8.4	8.0	7.8	7.8	8.3
Other courses	9.1	9.7	9.7	10.8	10.8	11.4
<b>Technological <i>baccalauréat</i></b>						
University excluding IUT	19.1	17.8	18.1	18.1	17.4	15.8
IUT	9.1	9.5	10.0	10.2	9.9	9.5
CPGE	1.1	1.1	1.0	1.1	1.1	1.3
STS	44.5	45.8	45.1	44.1	42.5	42.3
Other courses	3.9	4.2	4.2	4.7	5.0	5.4
<b>Total general and technological</b>						
University excluding IUT	46.4	46.6	47.3	46.5	45.0	42.5
IUT	10.5	10.7	10.4	10.5	10.3	10.4
CPGE	8.4	9.1	8.9	9.2	9.2	9.4
STS	21.8	21.7	20.9	20.6	19.3	19.4
Other courses	7.2	7.7	7.8	8.6	8.9	9.4
<b>Vocational <i>baccalauréat</i></b>						
University excluding IUT	6.4	6.0	6.3	6.4	5.8	5.0
IUT	0.5	0.6	0.7	0.7	0.7	0.7
CPGE	0.0	0.0	0.0	0.0	0.0	0.0
STS	9.7	12.8	14.4	15.2	15.5	15.6
Other courses	0.5	0.6	0.6	0.6	0.6	0.6
<b>Total all <i>baccalauréats</i> (general, technological and vocational)</b>						
University excluding IUT	39.2	38.9	39.8	38.9	37.5	35.0
IUT	8.7	8.8	8.7	8.7	8.4	8.4
CPGE	6.9	7.4	7.3	7.4	7.4	7.5
STS	19.6	20.0	19.7	19.6	18.6	18.7
Other courses	6.0	6.4	6.5	7.1	7.3	7.6

Source: The state of higher education and research, DEPP, 2008

### Success in university

The monitoring of the evolution of a cohort of 2002 *baccalauréat* graduates enrolled in first year of *Licence* shows that nearly one in four drops out of the course after one year.

In total, 39% of those who enrolled in a university *licence* course after their *baccalauréat* obtain their diploma 3 years later. 14% of them require one more year to validate their *licence*, which means that the rate of those obtaining their licence in 3 or 4 years is 53%.

Many are those embarking on further studies after a *licence*: nearly two thirds of those who obtained a *licence* in 2006 enrolled in a *master* course. Among those enrolled in the first year of a *master* course (M1) in 2003-2004, 64% validated it after one year, but only 34% went on to M2 the following year. The others opt for another university course (6%) or study for a competitive education exam in a IUFM (3%), although more often they leave university (21%)

Source: The state of higher education and research, DEPP, 2008

Repères et références statistiques sur les enseignements, la formation et la recherche

Statistical references on education, training and research)

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## 7. Continuing Education and Training for Young School Leavers and Adults

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The French continuing education system is based on the extremely structured sharing of responsibilities between economic players and public institutions. Regulatory bodies are essential in order to harmonise the issues specific to each group of stakeholders. This original model is well in keeping with the European "life-long learning" concept.

The major orientations of the vocational training system are negotiated by management and labour representatives and subject to inter-branch agreements, which are subsequently translated by the Parliament into French social law, taking into account European recommendations and directives.

The economic players and institutions who are responsible for and involved in educational policies and their funding are:

- the State,
- local authorities, notably the regions,
- elected labour and management representatives,
- companies.

Employees themselves play an increasingly important part in their professional qualification. It is their responsibility to retain their "employability" by investing in training.

For all categories, according to their professional situation and acquired skills, the French system offers and finances the services necessary for professional qualification courses:

- information and guidance,
- skill assessment,
- employment support,
- general and vocational courses,
- validation of acquired skills.

All these services are negotiated between service providers and financiers, including those for public training contracts.

Association nationale pour la formation professionnelle des adultes (AFPA)

L'Agence Nationale de Lutte contre l'Illettrisme

Five-yearly law in relation to work, employment, and to professional training

Life-long professional qualification and social dialogue law

### 7.1. Historical Overview

Adult classes developed in the 19<sup>th</sup> century in conjunction with the industrialisation process. After the first world war, laws were passed to encourage the development of technical education.

After the Second World War and until the 1970s, adult education was mostly focused on "social promotion" thanks to subsidies from municipalities and the State.

The situation took a sharp turn after the law of 16 July 1971. Adult education focused on "continuing vocational training", which became a "national obligation": companies had to financially contribute to and design training plans for their employees. Continuing education became a right. The funding allocated enabled the creation of a genuine "continuing education market".

Main stages in the construction of the current system

### **1970s**

*Implementation of the foundations of the current system*

**Funding:** companies with over 10 employees are obliged to participate in the funding of their staff education.

**Pooling of the funds collected:** labour and management representatives decide to jointly manage (equal employee and employer representation) the resources collected under the legal obligation.

**Time to train:** with individual training leave (CIF), employees are given time to train. They are remunerated throughout this training period.

**The right to train also applicable to job seekers:** an allowance is paid to job seekers undergoing vocational training.

**State impetus:** in 1971, the law of 16 July on continuing training as part of life-long education set the rules of the system. The State remains a driving, control and regulation force as well as a source of training funds for a targeted public and job seekers.

**A system based on social dialogue:** professional employer associations and trade unions are consulted on the orientations and programmes of the employment and continuing education policy.

**Birth of the regional area:** vocational training programmes, put in place by the State, are increasingly supervised and managed by the State's regional services. This marks the beginning of "decentralisation". The regional area, in the geographical sense of the term, is progressively becoming the operational level of training programmes.

**Creation of the first "Gretas" in 1974:** the ministry of national education expresses its desire to contribute to adult education by creating the "Gretas". It authorises schools to pool their material and educational resources in order to create an adult training offer on the competitive market. The word "Greta" is derived from "group of institutions".

### **1980s**

*Diversification of responsibilities and systems*

**Launch of the "decentralisation" process:** in order to take territorial training requirements into account, the State transfers the responsibility of managing and implementing continuing vocational education and apprenticeship to the 22 French regions.

**Extending the competence of labour and management representatives:** professional branches play a growing part in negotiations on continuing education.

**Companies encourage training and skills enhancement:** specific work contracts stipulate alternating training.

**Integration of job seekers:** continuing vocational training becomes a way to fight against unemployment.

**Reinforced involvement of the ministry of national Education:** the life-long education mission of public education institutions is now officially part of the French legislation.

### **1990s**

*A desire to improve system performance with regard to employment*



**Pursuit of the decentralisation process:** the 22 regions take full responsibility for the vocational training of young people under 26.

**Measures for people at risk of exclusion:** by simplifying the procedures enabling them to undertake a training course and developing initiatives to promote personalised training.

**Innovations to facilitate the completion of a qualification recognised on the labour market:** in 1992, a law was issued on the validation of professional skills. Without prior education and after 5 years of professional activity, professional skills can be recognised so that a candidate may be exempt from part of the tests of a national Education qualification.

**Institution of a new right, the right to skill assessment:** employees can ask for leave in order to assess their skills, envisage mobility or reorient their career.

## **2000s**

### *In-depth overhaul of the system*

All the partners agree that the training system should be more easily accessible and efficient with regard to the needs of companies and of the employment market.

**Completion of the decentralisation process:** each region manages the entire vocational training process for young people and adults.

**New approach to the establishment and implementation of the State's budget:** definition of objectives and indicators to evaluate the results of public actions. This concerns State resources allocated to training.

**Development of life-long professional qualification:** the national inter-professional agreement signed in September 2003 by all labour and management representatives includes an increased financial contribution by the companies to the training effort. It creates new employee rights and reinforces negotiation systems.

**Law on life-long vocational training:** transposition into French law of the national inter-professional agreement signed by labour and management representatives.

**Creation of a national Register of professional certifications (RNCP):** the idea is to make existing qualifications and diplomas more legible and to facilitate the creation of new professional qualifications adapted to economic requirements.

**Development of skill validation:** anyone can validate the skills acquired by experience or throughout their professional career with a view to obtaining a recognised qualification, diploma or professional title. They must attest to 3 years of activity related to the certification applied for.

**New requirements for training organisations:** they must encourage bespoke, personalised, flexible and modular training and professional qualification courses.

The economic development of the post-war period (a thirty-year stretch known as the "*Trente glorieuses*") guaranteeing growth and full employment constituted the socio-economic foundation for the contractual, legal and regulatory system for continuing education.

## 7.2. Ongoing Debate and Future Developments

Based on the proceedings of the multi-party group and in accordance with the guidelines of the president of the Republic, a reform of vocational training was initiated in 2008. Four key reform points were defined:

**Reinforce the link between training and employment.** Training must be part of a personal and professional career focusing on access to employment, job maintenance or evolution, mobility or return to employment. In particular, this means that the training process should facilitate professional transitions for those entering the labour market or for job seekers;

**Develop a fairer system** to reduce inequalities in terms of access to training for employees of small and medium-sized companies, employees not very qualified, young people leaving the education system without a qualification or senior citizens. In particular, this involves the improved organisation of vocational training allocations, the development of alternating training courses for young people and senior citizens and a more active policy in terms of refresher training in the basics;

**Make the vocational training system more efficient** by an improvement in training quality, better coordination between the State, the regions and social partners at national and regional level and a reform of the network of accredited organisations for the collection of employer contributions (OPCA) to promote transparency and the efficient management of vocational training funds;

**Involve the individual in his/her professional career**, which means improving information, guidance and support and developing personalised tools such as individual training leave (CIF), the individual right to training or the validation of acquired skills (VAE). The idea is to place employees and job seekers at the heart of the system and reduce the system's complexity.

Following this process, a national inter-trade agreement (ANI) on the "development of life-long vocational training, the professionalisation and protection of professional careers" was signed by the social partners on 7 January 2009, in response to the Government's objective to pass a new law in early 2009. The ANI relates to:

- Training actions designed to support the competitiveness of companies and protection of employees' professional careers;
- The qualification and retraining of employees and job seekers;
- The certification and development of the VAE system (see more in 5.17.2.3.);
- The governance and joint bodies of vocational training.

## 7.3. Specific Legislative Framework

There are several types of adult education: on the one hand, continuing education opportunities, mostly professional for employees from the public and private sectors, within a very specific legal context.

The system put in place in 1971 has undergone numerous regulatory and legislative modifications over the years, the main ones being:

- The institution of employees' right to individual training leave in order to follow a training course of their choice, not necessarily directly related to their activity. This course can be professional or cultural.
- The transfer of the State's responsibilities in terms of continuing education to elected local authorities, in this case the regions. This process was initiated in 1982 and is continuing today.

- The validation of acquired experience, leading to a certification via the recognition of skills acquired through work. The law of 17 January 2002, known as the law on social modernisation, has considerably developed this process. It replaces the validation of professional skills implemented in 1992, extending the eligibility conditions and making it possible to award the full qualification desired.
- The institution of a right to skill assessment in 1994, which marked the beginning of a series of new adult services based on vocational guidance.
- The system was subject to a significant reform in 2003-2004 following a national inter-professional agreement. Made official by the law of 4 May 2004 (life-long vocational training and social dialogue), this system instituted a new right (Individual Right to Training) enabling all employees to benefit from twenty hours of vocational training per year, which can be cumulated over 6 years and transferred in the event of a redundancy. It also reinforces the life-long vocational qualification process by instituting a single contract for alternating education, the vocational qualification contract, and by developing vocational qualification periods, notably in the middle of someone's career.

These evolutions in the training system have regularly modified the requirements of continuing education organisations. Employers and employees alike currently want more flexibility in the organisation of training courses, tailor-made services, modular and personalised training courses, support services for the validation of acquired skills (VAE) and personalised systems for professional integration or maintenance.

Social modernization's law

Higher education law n°84-52

## 7.4. General Objectives

Public authorities, elected local authorities and labour and management representatives are all involved in the definition and funding of training policies. Although they often share the same ambitions – improved training efficiency, maintenance of the "employability" throughout a professional career etc. – these stakeholders have objectives of their own.

The principal training objectives proposed to employees and job seekers are to:

- Promote professional integration and reintegration;
- Enable job retention;
- Facilitate skill development and access to qualification;
- Contribute to the economic and cultural development as well as social promotion.

## 7.5. Types of Institution

The different training programmes can be provided by public education institutions, centres operating on subsidies from the ministry in charge of employment, institutions under the authority of Chambers of Commerce and Industry or Chambers of Agriculture, private registered organisations or local authorities.

The law also allows companies to organise training programmes for their employees the way they see fit, by establishing direct conventions with a training organisation, by obtaining funds for a training

course through an accredited joint organisation pooling company contributions or by recruiting their own instructors to provide internal training courses.

### 7.5.1. Training centres

The vocational training sector is characterised by a very fragmented offer: there were 45,777 training organisations in 2005, only 13,500 of which were primarily focused on vocational training. There are normally three major categories of vocational training organisation:

- the private profit-making sector, which represents 38% of the turnover and includes independent training organisations as well as training companies directly or indirectly related to a branch or company;
- the non-profit private sector – popular education or integration associations, associations related to companies and industrial sectors such as ASFOs – representing 35% of the turnover;
- the public and semi-public sector with a turnover of 23% of the sector's activity and which includes different types of organisation: AFPA, CNAM, universities, GRETA, chambers of commerce etc.

Most of these organisations are small-scale. Consequently, the training sector is dominated by a few large-scale operators: organisations with a turnover in excess of €750,000 only represent 12% of the total number of organisations but 73% of the sector's turnover. The largest stakeholders are found in the public and semi-public sector: AFPA and the GRETA network which represent 13% of the continuing education market.

Source: [Thematic report by the Court of Audits contract "Life-long vocational training", 2008](#)

### **The main actors in continuing education :**

#### **Public sector**

##### Greta network of the ministry of national Education

A Greta is a group of local public education institutions pooling their resources, teachers and equipment to organise continuing education actions for adults. This is a very important element of the French continuing education system. It was created in 1974 so that employee training requirements could benefit from the resources of the public training system, by virtue of the new overall framework of continuing vocational training (law no. 71-575 of 16 July 1971). The implementation of continuing education by the ministry of national Education is stipulated in article L122-5 of the Education code:

"Continuing education constitutes a national obligation. It is part of the missions of education institutions; it provides everyone with the possibility of raising their education level, adapting to economic and social changes and validating acquired knowledge."

Training courses are therefore provided by the Gretas on the premises of the *collèges* and *lycées* forming part of the group. Gretas are located in all *départements* including overseas territories. They can be multi-purpose (training courses in several professional domains) or specialized depending on the local needs and specific characteristics of the member institutions. There are 257 Gretas in France, at least one per *département*. Each Greta, combining the potential of several institutions, offers a significant number of premises and technical centres where training courses can be provided (6,500 training areas in total).

Greta's main fields of intervention enable the trainees to:

- establish a professional project and determine a direction;

- assess their skills;
- acquire occupational training, prepare for a qualification, refresh their knowledge, acquire basic knowledge and skills;
- learn foreign languages, enrol in qualifying modules;
- benefit from support as part of the validation of acquired skills (VAE);
- prepare for an admission test into an administration or local authority;
- train in information and communication technologies;
- switch to a new type of job and get help in the search for employment.

#### National association for adult vocational training (AFPA)

Founded over 50 years ago, AFPA's mission, using public State funds, is to promote the integration of job seekers and enable economically active people to acquire a vocational qualification. Under the authority of the Ministry of Employment, AFPA is a public organisation that provides training courses which lead to a professional qualification. There are AFPAs over the entire metropolitan territory. Structured around 22 regional divisions, it relies on 274 training/validation sites and 207 guidance sites.

Its overall approach and business knowledge respond to the requirements of public employment services, the regions and companies. **The law of 13 August 2004**, which completes the decentralisation of vocational training, stipulates that the budgets of subsidised training courses implemented by AFPA be transferred to local authorities. These changes [were effective in 2009](#).

In light of the economic uncertainties, AFPA also adapted its services to secure professional careers. To this end, it increasingly personalises its training programmes. AFPA monitors and upgrades employee skills throughout the company's evolution and helps them, if necessary, switch to a new type of position in case of industrial change. Its main objective is to "build" the "professional project" of the employee or job seeker. Throughout their life, they can train with AFPA, acquire all or part of a vocational qualification, return to employment or come back to AFPA for refresher courses until they obtain the desired qualification.

#### Higher education institutions

The framework law on higher education made continuing education a basic responsibility of universities for the first time in 1968. To assist them in this new activity, at the start of the 1970s the ministry in charge of higher education proposed the creation of a working group/think tank in each university, putting into action the spirit of innovation conveyed by the law of 1971 on vocational training. These working groups/think tanks were the precursors to the "continuing education department". The Law of 1984 on higher education placed continuing education on the same level as initial education and research. Under the authority of the ministry in charge of higher education, continuing education programmes are provided in universities and associated institutes. Each university has a department of continuing education that works with the university's other departments ([UFR](#), [IUT](#), IUP, schools and institutions that are not legal entities) to plan and implement various courses of action in continuing education. The degree of coordination and allocation of tasks vary dramatically from one institution to another. They often make special arrangements for adult students: special timetables for employees, validation of acquired skills, etc. The National conservatory of arts and crafts (CNAM) plays a major role in continuing education programmes. The courses, validated by national higher education degrees, are often provided in the evening or on Saturdays. Some degrees can be earned in training centres run by *grandes écoles* accredited for this purpose.

### **Other public or semi-public institutions**

These are training institutions under the authority of other ministries such as the ministry of agriculture, industry, health etc. They represent 2.7% of the market.

### **Training organisations under the authority of "professional chambers"**

Chambers of commerce and industry, chambers of trades and chambers of agriculture also organise training courses. Their activity represents 1.8% of the market.

Employer organisations and companies who belong to these "professional chambers" try to train labour adapted to local economic requirements.

Finally, the concept of "popular education" in France covers a broad variety of educational and cultural actions, often emanating from associations or unions and designed for a varied target audience. The popular education movement is borne of a long militant tradition, inseparable from the project aimed at making education more democratic, promoting citizenship and emancipation through universal access to culture and knowledge.

## **7.5.2. Distance education**

Distance education is traditionally provided by the CNED (national centre for distance education), a national public institution under the authority of the ministry in charge of national Education.

To compensate for the disruption in the education system due to the war, an education service by correspondence was created in 1939. Its implementation was greatly affected by the hazards of this period, with the same service put in place south of the demarcation line. During the Liberation (1944), its purpose was confirmed under the name of national Centre for education by correspondence (CNEPC). While the use of radio broadcasts dates back to the war, the Centre's mission to use the most modern technical resources was reaffirmed in 1953, as it became the national Centre for education by correspondence, radio and television (CNEPCRT). The merging of the CNEPCRT and education services by correspondence, radio and television of the national pedagogical institute (INP) in 1959 gave birth to the distance education Centre, the acronym of which, CNTE, remains in many people's memories. The CNTE remained more or less linked to the INP (which was to become *Ofrateme* and then CNDP) until 1979.

In 1979, CNTE became the national Centre for education by correspondence (CNEC), a national public institution with administrative duties and financial autonomy. It was headed by a delegate administrator appointed by the president of the Republic. Its task was to "provide and promote distance education, notably via the use of modern communication resources". CNEC became the national Centre for distance education (CNED) in 1986. It was placed under the authority of the minister in charge of national Education and headed by a *recteur d'académie*. Its general management settled in Paris. It is now the number one distance education operator in Europe and the French-speaking world (number four in the world). In addition, under the provisions of the new institution status, specified in decree no. 2002-602 of 25 April 2002, Cned is allocated the legal resources necessary for its development and modernisation.

Nowadays, CNED offers a wide range of training courses. It is, in fact, the only public operator that provides lifelong education and training, from childhood to adulthood. CNED also offers continuing vocational training courses for all types of people: people preparing for qualifying exams, job seekers, employees in traineeships, etc. In this respect, it provides employers and organisations managing continuing vocational training programmes with services adapted to the administrative requirements of

continuing vocational education. In addition, it designs special courses for large organisations (army, SNCF, major corporations, etc.).

Some universities have distance education centres (CTU) offering distance courses in a variety of formats: correspondence, DVDs, television, radio. To participate, students must be enrolled in the university.

The National Centre for Distance Learning (CNED)

## 7.6. Geographical Accessibility

In France, adult education and training is provided by various authorities and organisations which are often competing or working together in the field:

- training organisations under the authority of ministries (Education, agriculture, Health etc.);
- organisations under the authority of local administrations (health and social);
- private organisations and associations;
- organisations under the authority of professional chambers (Chambers of Commerce and Industry, Chambers of Trades, Chambers of Agriculture) and private training centres.

They constitute a dense framework of organisations facilitating public access to training throughout the regions.

This offer facilitates the access to training of job seekers and employees affected by reclassification. In addition to finding employment for job seekers, **the national Employment agency (ANPE)**, created in 1967, manages public employment assistance funds, which can be allocated for training. It can therefore provide vocational training actions. The ANPE has 25 regional and 103 departmental delegations.

The merger of two public employment services, ANPE and Assedic, is already effective under the *Pôle emploi* banner, which has the legal status of an autonomous contract "public national institution". Job seekers can access a one-stop office as of October 2009.

## 7.7. Admission Requirements

The laws and regulations on apprenticeship and continuing education are an integral part of labour law. They are codified in Book I of the Labour Code for apprenticeship and Book IX for continuing education. These texts are complex and constantly evolving in order to introduce methods and procedures adapted to the needs of employees, job seekers and companies.

Continuing education concerns anyone economically active or integrated into the labour market. However, access to continuing education in the broad sense of the term depends on the position in relation to work and employment and on the legal status of the professional category involved.

Four types of categories are generally distinguished:

- **Private sector employees:** there are two types of activities offered to them, either in the context of the employer's own training plan, or on the employee's initiative as part of individual training rights. These provisions concern not just training actions but also skill assessment, training courses taken outside working hours and the "training time capital". For example, the

"individual training leave" (CIF) entitles employees to undertake a training course of their choice, while benefiting from total or partial payment of their remuneration and training costs. The management Funds of the individual training leave (Fongecif) manage, in each region, the funds allocated to the CIF by the companies and process applications. As the financial resources are less than the demand, each Fongecif has implemented its own application selection criteria.

- **Civil servants:** the civil servant status acknowledges the right to continuing education, along with an assortment of other rights (vocational training leave, union training leave). It also specifies that, in some cases, training can be a statutory obligation. Generally speaking, the provisions made for private sector employees apply to civil servants. The modalities for taking training leave are governed by regulations specific to each of the three public employment fields (State, local authorities, hospitals). They also depend on the status of the civil servants themselves;
- **Non-salaried workers and others:** the Law of 1<sup>st</sup> December 1991 required non-salaried workers (farmers, craftsmen, freelancers, independent workers etc.) to help finance their training programmes by making a contribution to a collection body accredited by the State. Other provisions stipulate special financing, notably for disabled workers;
- **Job seekers:** all job seekers have the right to take a training course, under certain conditions. 16-25 year olds benefit from special measures to facilitate their integration into the labour market, particularly with regard to specific types of "alternating" work contracts, or by taking courses funded by the regions. For the other job seekers, various types of specific measures have been implemented to facilitate their integration/reintegration: individual working contracts and training actions funded by the State or the region.

**In continuing education**, trainees can either have the status of "trainee in continuing vocational training", or the status of employee (individual training leave, training plan). The rights in terms of training payment and remuneration depend on the status of the individual. Depending on the case, the State, regional council, UNEDIC, employer, or an accredited organisation collecting employer contributions (OPCA) are involved in training funding and remuneration.

Within the framework of "alternating" training contracts ([apprenticeship](#) contract, vocational qualification contract, etc.), apprentices or "trainees" under this type of contract are considered employees and receive a salary from the employer based on a scale taking into account the type and duration of the contract and the employee's age.

[Law on apprenticeship](#)

## 7.8. Registration and/or Tuition Fees

Training courses cost money. Companies dedicate on average 3.5% of their payroll to the training of their employees. Job seekers can benefit from accredited or registered training courses, i.e. totally or partially financed by public authorities (State, region, local authority etc.) or the Assedic centres (unemployment insurance). For more information see 7.9.



## 7.9. Financial Support for Learners

### Remuneration

Most of the time, employees are trained during working hours. They continue to be remunerated. In the case of individual training leave, they receive compensation approximately equivalent to their former salary. For job seekers, remuneration is governed by a specific legislative framework, which is part of the new PARE (back-to-work assistance plan). Two systems apply, depending on whether or not the person concerned is eligible for financial compensation from Assedic centres.

Assedic centres provide allowances to job seekers, on the condition that they have worked at least 4 months over the past 18 months. Job seekers continue to receive the allowance, called "back-to-work allowance" (ARE), when taking training courses. The only condition is that the training project must be validated in compliance with the "personalised employment project" (PAP) implemented by ANPE.

N.B.: the merger of two public employment services, ANPE and Assedic, is effective under the *Pôle emploi* banner, which has the legal status of an autonomous contract "public national institution". Job seekers can access a one-stop office as of October 2009.

Furthermore, training courses or organisations have to be chosen from an official list of accredited or registered traineeships proposed by the organisations (AFPA, CNAM, Gretas, professional chambers, university training programmes, private organisations, associations etc.).

### Cases of non-compensation

If the beneficiary resigned or worked for a public employer, if the activity was unpaid, if the working period is insufficient or if the beneficiary comes to the end of his or her unemployment benefits: even in these cases, it is possible to receive financial remuneration, set by decree, which varies depending on the situation.

## 7.10. Main Areas of Specialisation

When it comes to adult education in France, the term "field of study" is not used as much as vocational qualification with a view to exercising a trade or a job. Priorities in adult education include:

- Support actions relating to job searching or mobility;
- Personal and professional skill assessments (to determine a personalised training plan);
- Fight against illiteracy;
- Integrating young people and job seekers into the labour market;
- Vocational qualification courses;
- Integrating immigrants and/or non French-speakers into the labour market;
- Courses in European languages;
- Refresher courses (basic skills, key qualifications, etc.);
- Local community development programmes.

Gretas cover nearly all training fields. However, each GRETA has its own range of training courses.

### **Examples of training fields:**

- Industrial technologies
- Construction, public works

- Food and beverage industry
- Electricity, electronics
- Computers
- Business
- Secretarial and office skills
- Accountancy
- Languages
- Hotel / restaurant / tourist industry
- Health and social services, environment
- Audiovisual professions / printing / arts

This list is not exhaustive.

## 7.11. Teaching Methods

There are several types of training programmes:

### **Scheduled training programmes**

Scheduled training programmes are collective courses organised as traineeships, sessions or modules. Their duration and frequency vary. They can take place during or outside working hours, day or night, on a set schedule or in the form of sessions ranging from a few days to several weeks, on the premises of the training centre or in the workplace. Scheduled training programmes can include employees of a single company or different companies as well as job seekers and paying individuals. They are organised in homogenous groups in terms of level and objectives.

### **Individual training programmes**

Individual training programmes are designed according to people's individual needs: they offer personalised courses and educational methods adapted to each person's own profile and pace.

### **Alternating training programmes**

Alternating training programmes are organised on the request of companies. Part of the programme takes place in a training centre and part in a professional setting (workshops, production lines, offices etc.). These courses are an integral part of the specific assisted work contracts.

### **Integrated training programmes**

Integrated training programmes are organised jointly with companies. They are based on professional situations experienced on a daily basis in the workplace. Their aim is to increase the professional skills of employees and allow these skills to be put to immediate use.

In addition, there are also State-sponsored programmes offering educational methods adapted to people with a low level of qualification:

- **APP:** Personalised learning workshops (APP) provide courses for anyone who has left the school system (16-25 year olds, job seekers and employees). They provide personalised, short-term courses in fields such as French, basic office skills or logical reasoning. APPs are managed by training support organisations accredited by the departmental administrations in

charge of labour and vocational training. There are currently 458 APPs (250 of which are Greta-based) and 365 branches in rural areas, sensitive urban areas and prisons. The main sources of funding are the State (DRTEFP – Regional Directorate for work, employment and vocational training), local authorities, regional and general councils, municipalities and companies. APPs offer courses in the following fields:

- general knowledge: refresher courses in French, mathematics, introduction to a foreign language, science (biology, physics, chemistry etc.), written and oral expression, logical reasoning, etc.
- basic technological culture: office skills (word processing, spreadsheets), introduction to the Internet and new technologies, accountancy etc.
- **Initiatives against illiteracy:** declared a national priority by the law of 29 July 1998 on the fight against exclusion, initiatives against illiteracy are an integral part of continuing education. The National Anti-illiteracy Agency was created to coordinate and optimise the resources allocated by the State, local authorities and companies for the fight against illiteracy.

Furthermore, many organisations have initiated quality policies aimed at obtaining certifications or labels: Iso, Afnor etc.

The ministry of national Education has defined a Quality label for adult education:

GretaPlus, which standardises Greta's "tailor-made" training offer.

## 7.12. Trainers

Adult instructors are either teachers with experience in young people's education but who specialised in adult education, or business professionals who feel like passing on their skills. In this case, they have often benefited from an instructor training course to enable them to specialise in adult education. In addition, many psychologists and social psychologists are involved with adults as part of various support, guidance and assessment services. Native speakers are extremely sought after in language courses.

Generally speaking, a lot of organisations rely on consultants and consulting instructors with expertise in training engineering.

All instructors are recruited based on their profile depending on the requirements relating to the implementation of training programmes, including in public organisations.

Thus, Greta instructors are either permanent national Education teachers or business specialists coming from the corporate world. Therefore Greta recruits its instructors based on their CV.

AFPA instructors undergo an initial pedagogical training course of 16 weeks, i.e. 80 days, and further pedagogical training throughout their career. Training is their main function although they also participate in the recruitment and evaluation of trainees, in close conjunction with AFPA psychologists, develop training courses, coordinate pedagogical sessions and implement new pedagogical organisations. They also assume additional pedagogical engineering and environmental relationship functions.

They benefit from a national continuing education offer, organised and provided by the *Institut national des métiers de la formation* (National institute of training professions, [www.inmf.afpa.fr](http://www.inmf.afpa.fr)), which is an integral part of AFPA's Engineering Division (DI).

## 7.13. Learner Assessment/Progression

The methods for assessing young people and adults in continuing education depend on the organisation providing the training. Each organisation is free to schedule and operate its own examinations.

## 7.14. Certification

15% of the continuing education market is focused on obtaining a certification: these programmes enable the participants to prepare for a qualification, certificate, CQP (vocational qualification certificate), or to receive an approval or certification specific to certain regulated professions.

The social modernisation law of 18 January 2002 created a National vocational certification committee (CNCP), the objective of which is to establish and update the National vocational certification register (RNCP). The CNCP replaced the CTH (Technical committee in charge of accrediting certificates and qualifications). Training organisations wishing to register a certification on the national registry have to contact the CNCP. All registered vocational qualifications and certificates are accessible via initial education, continuing education and the validation of acquired skills.

Certification evaluates and authenticates the knowledge and skills of an individual in relation to an official standard. For training programmes aiming for a certification, the autonomy of the continuing education organisations is limited by a series of rules relating to the certification requirements and evaluation methods, which are usually defined outside the training organisations themselves.

Moreover, the level of involvement of training organisations in the certification process varies depending on their institutional origin, their links with the other stakeholders participating in the development and awarding of certifications, as well as on the type of certification awarded.

The principal certification categories accessible to adults are as follows:

- **National Education vocational and technological qualifications**, all accessible via continuing education and the validation of acquired skills. They cover all levels of qualification and most professions.
- **Vocational qualification certificates (CQP)** are certifications created and issued by industrial sectors. They represent a joint validation aimed at preparing for a specific qualification, immediately operational in a business environment. They are a flexible solution to evolving economic requirements in terms of skills. Almost all CQPs are prepared for in training organisations specialising in the "corporate sector": these service providers were created at the initiative of industrial sectors or companies, with which they are closely connected as prime subcontractor or operator. Their offer is strongly oriented towards employees due to the requirements of the companies and the sectors to which they are affiliated.

The following list shows the correspondence between levels of study and qualifications:

- Level I = master's degree, 3<sup>rd</sup> cycle, [grandes écoles](#)
- Level II = [licence](#) and [maîtrise](#)
- Level III = [baccalauréat](#) + 2 years of studies
- Level IV = [baccalauréat](#)
- Level Va = [CAP](#), [BEP](#) Level Vb = *troisième* class
- Level VI = below *troisième* class, general education certificate

- **General education certificate (CFG).** The CFG is a qualification for which adults or pupils in their final year of compulsory education are eligible. This qualification validates the acquisition of basic knowledge in three general fields of study: French, mathematics and social and professional life. Candidates must register in their *départements* via the [inspecteur d'académie](#) who set the dates of the examination sessions, plan the test material and issue the diplomas.
- **Diploma giving access to university studies (DAEU).** This diploma is designed for those without a *baccalauréat* who have been out of the school system for at least two years and are at least 20 years old. There are two DAEUs available:
  - DAEU A: To pursue higher education in the following fields: French, arts, human and social sciences, languages, communication, law, economic sciences, administration, management.
  - DAEU B: To pursue higher education in the following fields: sciences, technologies, physical and athletic activities, medicine, dentistry, pharmacy, paramedical sector. Information on enrolment conditions can be obtained from universities or the CNED.

## 7.15. Education/Employment Links

Continuing vocational training in France is a system involving the shared responsibility of public authorities, management and labour representatives and the regions. The links between employment and education are therefore the joint responsibility of the three partners.

In order to enhance synergy between them, the French system put regulations in place. Traditionally the State, in particular the ministry in charge of work and employment, plays this role by initiating policies and promoting social dialogue between partners.

However, another regulation aspect was progressively reinforced with the transfer of responsibilities from the State to the regions in terms of vocational training: the territorial regulation by the public institution embodied by the region (local authority elected by universal suffrage). Now this institution plays a crucial part in balancing initial and continuing education requirements, providing job seekers with training courses adapted to their environment and also including sector-wide requirements defined by professional branches with specific territorial needs in terms of qualification.

The link between employment and education is supported by an information and guidance network.

Unlike the initial education process, where the national Education system has a network of information and guidance centres open to pupils in secondary education, with guidance counsellors-psychologists visiting schools, and information and guidance departments in universities, there is not yet an established, unified guidance system in continuing education.

The main continuing education organisations have vocational guidance services. This is the case for the association for adult vocational training (AFPA), present throughout the country. This is also the case for Gretas which, for this guidance function, develop skill assessment areas in partnership with the information and guidance centres of schools.

Each region also has CARIFs (Centre for training information coordination and resources): these centres do not provide guidance services so much as the necessary precursor, information.

There are a variety of initiatives for all categories of people. It would be difficult to list them all. These organisations (information and guidance centres and departments) can assist adults interested in continuing education, but this is not their primary task.

The network of local missions and permanent reception, information and guidance centres (PAIO). Is available to young 16 to 25 year-olds to provide them with information and advice and, when

necessary, to facilitate their access to the labour market. Local missions can guide young people towards training schemes funded by the region. They are funded by the State, the regions and local authorities or the organisations created to support the structure.

Young people with no or little qualification, i.e. who left the education system at *collège* level or before obtaining a CAP or BEP diploma join local Missions earlier than others; over one third of them are minors.

The situation became much clearer thanks to the new decentralisation law (Law no.2004-809 of 13 August 2004), which stipulates in article 8 that regions are responsible for defining and implementing the regional policy on apprenticeship and the vocational training of young people and adults seeking employment or a new career path. The regions organise, within their territory, their network of information and consulting centres on the validation of acquired skills (VAE, see more in 5.17.2.3.) and provide assistance to VAE candidates.

Furthermore, one of the key players in promoting vocational training among stakeholders and decision-makers is the INFFO centre, the purpose of which is to design, inform and guide. The INFFO centre is an association regulated by the Law of 1901, under the authority of the ministry of Employment, Social cohesion and Housing. The INFFO centre:

- Collects information and documents on continuing vocational training;
- Publishes periodicals, information documents, technical dossiers, CD-ROMs and other information tools;
- Participates in information/awareness-raising actions and campaigns carried out by the State or by management and labour representatives;
- Provides information on initiatives and actions carried out by international, national and regional institutions and joint organisations;
- Organises review/information days on current events;
- Coordinates training sessions and theme-based days;
- Conducts surveys and studies on behalf of other organisations or companies;
- Is the French correspondent of the European Centre for the Development of Vocational Training (CEDEFOP).

## 7.16. Private Education

The private sector includes nearly 37,000 organisations or individual consultants. The legal status of these organisations varies from companies to associations. Borne of a Christian, working-class and social movement, the development of various forms of popular education is the basis and purpose of numerous associations. The data is too dispersed to make an accurate assessment:

- Non-profit associations (market share: 37.3%)
- Private, profit-making training companies, including a myriad of small organisations with a very low turnover and numerous companies whose main activity is not continuing education (market share: 39.1%)
- Independent instructors (market share: 4%)

### **The role of companies in continuing education: finance.**

Companies have the legal obligation to finance continuing education. This legal obligation represents 1.6% of the payroll (companies with at least 20 employees), but many companies consider continuing education an investment and dedicate a much larger share to it. The company training plan reflects the training actions decided upon by the employer.

Accredited organisations for the collection of employer contributions (Opcas) collect compulsory company contributions towards training expenditure. They are created and jointly managed by management and labour representatives (employer organisations and trade unions) of the same professional branch or region. These Opcas are then accredited by the State. There are 97 Opcas with national or regional jurisdiction sharing company payments.

Employees are also entitled to individual training leave. The law of 4 May 2004 on life-long vocational training and social dialogue introduced significant changes to the rights and obligations of companies and employees alike: new individual right to training (DIF - *Droit individuel de formation* : 20 hrs / yr of training for employees with an open-ended employment contract and a minimum of one year's service), negotiations on the training process (during and outside working hours), development of vocational qualifications by instituting vocational qualification contracts and periods, focus on the links between validation of acquired skills and training. Industrial sectors – and their representatives (employers and employees) – define priorities for the training of employees from companies in the sector. Their role has been considerably consolidated since the National inter-branch agreement of September 2003.

## 7.17. Statistics

The overall continuing vocational training expenditure in France amounted to more than €27 billion in 2006, i.e. 3.9% more than in 2005. This increase is mostly due to soaring expenditure from the regions towards young people and the rise in companies' expenses for the training of their staff (+ 6%), as a result of the implementation of the law of 4 May 2004 on training decentralisation. Companies are the main source of funding of employees' continuing education. In 2006, they spent €11.1 billion to this end, i.e. 41% of total expenditure. The State and the regions come second, committing respectively 16% and 14% of total expenditure.

In 2006, the turnover of all national Education institutions (higher education institutions and GRETA) relating to continuing education activities amounted to €715 million, a figure similar to that of 2005.

Young people alone benefit from 25% of the vocational training expenditure, as the regions dedicate two thirds of their expenditure in this domain to them. Employed people are the main beneficiaries of continuing education expenditure, with 61% of the total expenditure.

In 2007, 10,200 applications were deemed admissible for the validation of acquired skills (VAE, see 5.17.2.3.), i.e. 15% more than in 2006. Nearly 9,000 candidates applied for a validation test. Women still represent the majority of the candidates: 64% compared with 36% of men.

In 2007, more than half (53%) of the trainees from the GRETA network were involved in level 5 continuing education actions. Most of the trainees either have a job already (45.8%) or are job seekers (46.3%).

In 2007, the ten most popular training domains accounted for 62% of trainees. These domains were:

Type of training	% of trainees
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General training courses *	8.1
Development of guidance, social and vocational integration or re-integration	8.1
Cross-sectional trade and management specialities	7.9
Security of assets and people, policing, surveillance (health and safety)	7.8
Education, training	6.6
Healthcare	5.8
Transport, handling, warehousing	5.1
IT, information processing, data transmission networks	4.6
Trade, sales	4.2
Development of behavioural and interpersonal abilities	3.5
<b>Total of top ten specialities</b>	<b>61.7</b>

\* Multi-disciplinary training courses covering at least two of the three following domains: “mathematics and science”, “social sciences and law” and “humanities and arts”.

Source: DARES, *Premières synthèses*: no. 49.1, December 2008; no. 08.1, February 2009; no. 40.4, October 2009



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## 8. Teachers and Education Staff

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In this chapter, three levels of education have been selected (primary, secondary and higher) for both teacher categories according to the initial education required:

- school teachers (pre-primary, primary and secondary);
- higher education teachers.

Statutory provisions relative to the State civil service

### 8.1. Initial Training of Teachers

#### 8.1.1. Historical Overview

##### 8.1.1.1. Primary education

The Guizot law of 1833 organised the primary education system in France: communes with over 500 residents had to provide a primary school for boys and pay the teachers' (known as *instituteurs*) salaries. The *écoles normales* were created to train the teachers. The Guizot law made it mandatory for each *département* to finance them. At first, this obligation applied only to *écoles normales* for boys, but the Ferry law in 1879 extended it to *écoles normales* for girls. The law also mandated all *départements* to establish *écoles normales* for girls.

It was an 1887 ministerial decree that for the most part described how *écoles normales* for *instituteurs* were to operate and what kind of training they were to provide. They recruited their students by an exam given to 16-18 year olds who had earned their "*brevet élémentaire*". The training programme lasted three years. The students took the exams for the "*brevet supérieur*" (tertiary diploma) at the end of the third year. To receive their certification, the *instituteurs*-in-training had to undergo a two-year traineeship in a public school and obtain the teaching aptitude certificate. In 1889, public school teachers acquired the status of State civil servants.

In 1940, the Vichy administration eliminated the *écoles normales*, considered too pro-Republic, replaced them with vocational training institutes and required *instituteurs* to have the *baccalauréat*, which had already been planned. The *écoles normales* were reinstated after the Liberation.

Starting in 1947, potential teachers were recruited at two levels: 15-17 year olds with a first-cycle, second-level *brevet d'études* (general studies diploma), and 17-19 year olds with the *baccalauréat*. For the former category, the training period lasted four years: two years preparing the *baccalauréat* and two years of vocational training, which in reality was reduced to one year. For the latter category, training was mainly vocational and lasted two years.

In the 1960s, with the boom in school attendance, *baccalauréat* holders were recruited and trained to become *instituteurs* in one year at an *école normale*. The two-year vocational training system became the norm in 1968, extended to three years in 1979. The year before, in 1978, the practice of recruiting pre-"*baccalauréat*" candidates for the "*écoles normales*" was abolished. Starting in 1984, all *instituteurs* were recruited after completing two years of tertiary studies. After two years of vocational training, the *instituteurs*-in-training receive the DESI (tertiary degree in teaching studies). At the start of the 1991 school year, the *écoles normales* were replaced by IUFMs (university teacher training

institutes). In 1990, a new category of first-level teachers was created: *Professeurs des écoles*, who are recruited at the *licence* level. They are required to take an exam open to candidates with a degree representing at least three years of post-secondary studies. Candidates can enter a one-year training programme in an IUFM to prepare for the exam. Once the exam is passed, the *Professeurs des écoles*-in-training are given general and vocational training in their second year at the IUFM, after which they receive the professional degree earning them the title of *Professeur des écoles*. Citizens of the European Union who meet the necessary conditions may be admitted to the category "*Professeurs des écoles*" under the same terms as French citizens.

*Instituteurs* are gradually being integrated into the category *Professeurs des écoles*, which was created in 1990. As of 1 January 2008, 8% of all first-level teachers are *instituteurs* and 92% are *Professeurs des écoles*.

### 8.1.1.2. Secondary education

As regards the *collèges* and *lycées* (created in 1802), the category "*professeurs agrégés*" (teachers who have passed the *Agrégation* exam), previously limited to Parisian institutions, was created on a national scale starting in 1808. Recruitment was mainly done through *écoles normales* and based on an exam starting in 1821. Most upper secondary school (*lycée*) teachers came from this group until World War II. When upper primary schools became *collèges* in 1941, however, a new qualification certificate was created: the CAEC (certificate of aptitude to teach in *collèges*), which was open to candidates with a *licence*. In 1950, this certificate was replaced by the CAPES (certificate of aptitude to teach in secondary schools). Candidates who successfully completed their theoretical studies entered a one-year training programme in a CPR (regional teacher training centre). To encourage university students to choose a career in education and thus resolve the teacher shortage problem, the Ministerial Decree of 27 February 1957 created secondary school teacher training institutes (IPES). Students preparing the CAPES were recruited before obtaining their *licence*, paid a salary during the course of their studies, and were excused from taking the written part of the CAPES exam in exchange for agreeing to teach for a ten-year period. However, not enough students were recruited to meet demand, and the shortage of permanent teachers led to the heavy use of auxiliaries throughout the 1960s and 1970s. Other measures taken to provide a structure for the growing number of teaching staff included the creation of the CAPCEG (certificate of aptitude to teach in general *collèges*) in 1960, for *instituteurs* teaching in the *collèges*, and then the PEGC (*professeurs agrégés* teaching in general *collèges*) in 1969. The PEGC produced the largest number of secondary school teachers until recruitment ended in 1987. In the 1980s, the Ministry of National Education took various actions to respond to staffing needs created by teachers leaving the PEGC and by educational objectives (80% of a given age group obtaining the baccalauréat, reducing the number of students per class). These actions were also extended to university studies, creating a more enriching environment for students, opening a large number of teaching positions to recruitment tests, and adding more value to the teaching profession (career prospects, better pay).

The first IUFMs, created by the framework law of 10 July 1989, opened their doors in 1991-1992.

Lastly, the Law of 26 July 1991 allowed citizens of the European Union to become secondary school teachers in France, and gave them access to employment frameworks and jobs not included in the exercise of public authority. Several other decrees were later added to establish a system for recognising degrees required to register for the recruitment exam and validating teaching experience earned in another member state of the European Union.

### 8.1.1.3. Higher education

There are two categories of permanent teacher-researchers in France: *maîtres de conférence* (lecturers) and university professors.

The *maîtres de conférence* position was developed in the École normale in the 19<sup>th</sup> century when, due to the regulation of 14 December 1815, the teaching assistants of the École normale became known as *maîtres de conférences*. They were in charge of classes, exercises, preparations and conferences, in addition to lectures provided by the professors of the Paris faculties. Throughout the 19<sup>th</sup> century and until the 1960s, *maîtres de conférences* reported to university professors and were responsible for completing the professors' education with the addition of lessons or auxiliary conferences. In 1960 the position of *maître-assistant* (assistant professor) was created in science and arts faculties. This intermediate category between faculty assistants and *maîtres de conférences* was created in the context of the massive development of higher education which became truly palpable in the late 1960s. Unlike the *maîtres de conférence* position, a doctoral degree in science or arts is not required to become a *maître-assistant*. The tasks of the *maître-assistant* were partly the same as those originally allocated to *maîtres de conférences*. Consequently, the activity of *maîtres de conférences* became progressively similar to that of full-time professors. Furthermore, once appointed, *maîtres de conférences* were rapidly (2-3 years) given the title of *professeur sans chaire* (professor without a chair). In 1979, the *maître-assistant* position disappeared from universities, except in faculties of medicine. The current *maître de conférences* position was created in 1984 (Savary law no. 84-52) by incorporating *maîtres-assistants*. This recreation was concomitant with the disappearance of the faculty assistant position and the creation of the *habilitation à diriger des recherches* (HDR or accreditation to supervise research).

The university professor position was created in 1979 by merging the *maître de conférences* and full-time professor positions. Access to a university professor title normally requires, since 1984, an accreditation to supervise research (HDR), registration on a qualification list and application for a recruitment exam. The vast majority of university professors are former *maîtres de conférences*.

Furthermore, over 13,000 secondary education teachers are currently posted to higher education, where they represent over one fifth of the teaching staff. They operate in all types of institutions: universities (including IUT and IUFM), engineering schools etc. In particular, they are the *agrégé* and certified teachers of the ministry of national Education. The service obligations of these teachers can be arranged so they can prepare a thesis and subsequently become teacher-researchers.

### 8.1.2. Ongoing Debate and Future Developments

A major reform of the teacher training system was decided upon and will come into force in the 2010-2011 academic year. Students who wish to become teachers will require a *Master 2* degree to be recruited and exercise the profession. The level of qualification required is therefore higher than the current situation, as candidates for education exams could, until the 2009-2010 academic year, simply have a *licence* diploma, completed by two years of IUFM training (see 8.1.4.1. and 8.1.6.1.).

The preparation courses for teaching professions will therefore be integrated into the LMD university study system. Universities (having integrated IUFMs in accordance with law no. 23-4-2005, see 8.1.4.1.) are now responsible for the training of teachers over 5 years. They are currently working on the implementation of *masters* for the training in teaching professions, designed based on the list of skills required by teachers, defined by the ministry of national Education (see 8.1.4.1). These new *masters* will then be evaluated by the agency for research and higher education evaluation (AERES, see 2.7.2.1.).

The reform stipulates that students preparing for the teacher exam be progressively made more aware of teaching professions. This approach includes observation and accompanied practical placements or teaching placements in schools, *collège* and *lycée*. They are available from the first *master* year.

Teaching placements will be remunerated. Candidates will take the tests of the competitive exam during their second *master* year (M2).

The reform also stipulates that teachers' remuneration at the beginning of their career will be higher than the current level, in recognition of the higher qualification required.

Below is a summary of the principal changes brought about by the reform:

**Training course up until the beginning of the 2009 academic year** (*see more in the following paragraphs*)

3 years of university studies (*licence*) + 2 years of IUFM training (one year for training in exam tests + one year of alternating professional and academic training, remunerated).

**Training course from the beginning of the 2010 academic year**

3 years of university studies (*licence*) + 2 years of *master* (one year of university training including observation and accompanied practical placements + one year of university training including remunerated teaching placements)

Institut national de recherche pédagogique (INRP or National institute of pedagogical research)

Order of 19 December 2006 (Ministerial circular no. 2007-045 of 23-2-2007)

Circular no. 2009-109 of 20 August 2009 (B.O. no. 31 of 27 August 2009)

Decrees no. 2009-913 to 2009-920 of 28 July 2009

Orders of 28 December 2009

### 8.1.3. Specific Legislative Framework

The legislation governing initial teacher training is as follows:

- Framework law on education no. 89-486 of 10 July 1989. Article 17 of this law stipulates the creation of university teacher training institutes (IUFM) to "organise and operate initial vocational training actions for teaching personnel";
- Order of 21/9/1992 which determines the conditions for training private teachers under contract;
- Framework and programme law for the future of school no. 2005-380 of 23/4/2005, stipulating the integration of IUFMs into one of the universities of their *académie*;
- Orders of 22 August 2005, which set out the completion and evaluation procedures for the training periods of *lycée* and *collège* teachers;
- Order of 19 December 2006 stipulating teacher training "specifications" (8.1.4.1.) in IUFM, determining the tasks and skills expected of school teachers and *lycée* and *collège* teachers at the end of their initial training, and circular no. 2007-045 of 23 February 2007 for its implementation;
- Decree no. 2007-643 of 30 April 2007, which sets out the creation procedures of the national Committee for the evaluation of teacher training;
- Order of 9 May 2007 (J.O. of 17 May 2007), which sets out the conditions under which the *professeur des écoles* qualification is awarded, validating the training year of the candidates who passed the examinations;
- Circular no. 2009-109 of 20-8-2009 published in BO no. 31 of 27 August 2009, which presents the organisation of training sessions for *master* students wishing to become teachers.

## 8.1.4. Institutions, Level and Models of Training

### 8.1.4.1. Institutions, levels and training models for primary and secondary teachers

IUFM (university teacher training institutes), created by the framework law of 10 July 1989, replaced the previous institutions responsible for training first and second-level teachers (*écoles normales* for *instituteurs*, regional teacher training centres, national apprenticeship *écoles normales*, training centres for teachers in technical education).

Each IUFM, Public Administrative institution (EPA), was previously linked by convention to the universities in the *académie*, with strong educational ties between them. By virtue of the framework and programme law on the future of school (2005), they have become internal institutes of the universities to which they were attached.

CFPPs (private educational training centres) are equivalent to IUFMs for private education teachers under contract.

For the 2009-2010 academic year, the initial education model provided to future primary and secondary education teachers is a “consecutive” system: after obtaining a university degree (*licence*) in a given discipline, the student enrolls in an initial professional training programme which will enable him/her to obtain a teacher qualification. This second training stage is provided in IUFMs.

Training in IUFMs is a 2-year process proceeding as follows:

- For the first year, the candidates applying for recruitment exams benefit from adapted training to prepare for written, oral and/or practical tests. Students sit the tests of the exam of their choice during this preparatory year.
- The second year enables successful exam candidates to follow alternating professional and university training. They are trainee civil servants remunerated by the State throughout their training year.
- Alternating training is based on the combination of:
  - theoretical classes (teaching modules)
  - professional situation scenarios as part of different types of placements
  - the analysis of professional practices, the ultimate form of which is the writing of a professional thesis

IUFMs prepare their training courses based on “specifications” established by the ministry of national Education. Circular no. 2007-045 relative to the implementation of the specifications and training of teachers primarily defines the list of skills required of teachers. The following is specified: “Fully aware of the Nation’s education guidelines as well as of the resulting academic project, all teachers must:

- act in an ethical and responsible manner;
- master the French language in order to teach and communicate;
- master disciplines and have good general education;
- design and implement their teaching methods;
- organise work in the classroom;
- take into account pupil diversity;

- evaluate pupils;
- master information and communication technologies;
- work as part of a team and co-operate with all school partners;
- be informed and innovate.

The circular also specifies that the development of initial training plans must comply with the principle of alternation between theoretical approaches and practical experience of the profession. This is why the professional training year revolves around a teaching placement, which amounts to 57 days for primary education and 288, 360 or 576 hours for secondary education (depending on the type of training – see also 8.1.6.1.).

The following is a list of examinations that students recruited at the "*baccalauréat* + 3 years of higher education" can prepare in IUFMs:

- External recruitment exam for professeur des écoles (CERPE), for future primary school teachers
- Certificate of aptitude to teach in secondary schools: CAPES
- Certificate of aptitude to teach Physical education and sport (second level): CAPEPS
- Certificate of aptitude to teach in vocational *lycées*: CAPLP
- Certificate of aptitude for technological education (*lycée*): CAPET
- Recruitment exam for education counsellors: CPE

The level required for the *agrégation* exam – the other recruitment exam for secondary education teachers – is at least four years of post-secondary studies, which can be prepared in certain universities, *écoles normales supérieures* or through the CNED (national distance education centre).

#### 8.1.4.2. Institutions, levels and training models for teachers in higher education

In order to be recruited into higher education as higher education teacher-researchers, candidates must at least have a doctorate in research or be accredited to lead research projects, or have the State doctorate, the third-cycle doctorate, or *docteur-ingénieur* doctorate. Candidates with university degrees, qualifications and equivalent certifications can be excused from having a doctorate or being accredited to lead research projects by the National council of universities.

There is no standard curriculum for the function of teacher-researcher.

However, in 1989, 14 centres for initiation to higher education (CIES) were created in France, for the purpose of training, for three years, doctoral students holding a research grant in the function of teacher researcher, after which they become co-ordinators. The initiation of co-ordinators to teaching functions is carried out under the authority of a permanent teacher researcher, who cannot simultaneously be their doctoral thesis supervisor. The doctoral thesis supervisor can be posted to a different institution from that of the co-ordinator. Each year, approximately 35% of newly recruited teacher-researchers claim they have held co-ordinator positions.

#### 8.1.5. Admission Requirements

See also 8.2.1.

The entrance examinations for school teachers are organised based on national programmes and their primary purpose is to guarantee a good level in the subjects chosen by the candidate, as well as the essential capabilities to teach in primary schools, *collèges* and *lycées*.



During eligibility and admission tests, special attention is given to the command of the French language (accuracy of the vocabulary and spelling, grammatical correctness) as well as to the quality of oral and written expression.

#### 8.1.5.1. Primary education

Students are not obligated to prepare for their recruitment exam in an [IUFM](#); they may choose to do so with the help of the CNED (see section 6.18.) or register to take the exam as independent candidates. Thus, the decision not to take the first year at an IUFM does not preclude taking the exam. Candidates who do wish to take the first year at an IUFM or a private teacher training centre (CFPP) are admitted to the establishment either by presenting an application followed by an interview, taking a multiple choice test, or a test combining different types of exercises. Since 1992, new primary education teachers (pre-school and primary schools), called *professeurs des écoles*, have been recruited amongst those holding either a *licence* or a certificate or degree equivalent to a *licence* from a list determined by decree, notably a certificate or degree validating a cycle of post-secondary studies of at least three years, awarded in France or another State and certified by the relevant authority of the State in question (amended order of 4 June 1991).

The framework and programme law for the future of school of 23 April 2005 requires the level of modern languages of future *Professeurs des écoles* to be certified by an institution of higher education. A modern languages test is, in fact, included in the recruitment exam.

#### 8.1.5.2. Secondary education

The following categories of teachers are recruited to teach the various disciplines in the [collèges](#) and [lycées](#):

- *Professeurs certifiés*, certified by the [CAPES](#) and [CAPET](#),
- Physical education and sport teachers, certified by the [CAPEPS](#),
- Professional *lycée* teachers, certified by the [CAPLP](#),
- Second-level *professeurs agrégés*, certified by the [Agrégation](#) exam.

Candidates for these exams must meet certain conditions. In particular, they must have the nationality of a European Union member state or a country participating in the agreement on the European Economic Space, and have obtained the required degrees.

Candidates for the CAPES, CAPET, and CAPEPS must have obtained a [licence](#) or an equivalent degree or certificate appearing on the list set by ministerial order, in particular a degree representing at least three years of post-secondary studies in France or another country and certified by the competent authority of the country in question. For the CAPEPS, the required degrees must represent post-secondary studies in Physical education and sport (Ministerial Order of 7 July 1992, modified notably by the Ministerial Order of 11 June 2003).

Candidates for the CAPLP must have obtained a degree or certificate validating at least three years of post-secondary studies, or a lesser degree combined with professional practice or teaching of a professional practice (amended decree no. 92-1189 of 6 November 1992).

Admission to the first year at an IUFM, in preparation for the teacher recruitment test, is based on an application sometimes followed by an interview. Candidates must indicate if they are planning to teach at the second level, which requires them to specialise in the subject they plan to teach. However, all new candidates have the right to follow all of the courses available in preparation for the second-level recruitment exam.

Candidates for the *Agrégation* exam must have a *master* or a certificate or degree validating a post-secondary cycle of studies of at least four years to apply for the exam (order of 21 July 1993, amended by the order of 11 June 2003).

The examination conditions for students who wish to feature on the lists of aptitude for teaching in private secondary education institutions under contract are the same as those of equivalent examinations in public education. The number of candidates registered on an aptitude list cannot exceed 120% of the number of contracts offered for each section and option. The list is valid until 1 October of the year of the exam.

### **8.1.5.3. Higher education**

The conditions for teaching in the higher education system vary depending on the personnel category.

#### **8.1.5.3.1. Teacher-researchers**

See the different categories in the following sub-sections.

##### **8.1.5.3.1.1. University professors**

The main responsibility of university professors is to teach courses. They also manage research projects undertaken by the university. As a general rule, they are hired based on a recruitment exam given by the university. However, in the legal, political, economic and management fields, they must have passed the national *Agrégation* exam (see below). The process takes place in two stages: qualification and recruitment.

Candidates for university professor positions in general must have been certified to manage research projects through a national degree issued by a university or another institution of higher education, and have participated in high-level scientific projects after obtaining their doctorate.

However, candidates with university degrees, qualifications and foreign degrees of an equivalent level may be excused from having a certification to manage research projects. This decision is made by the National council of universities when the candidate is registered on the qualification list. The derogation is valid for a four-year period. Candidates without French nationality may register to take the exam.

**Qualification:** qualification requests, which must be presented along with an individual application form, are reviewed by the competent section of the National University Council, which may ask external experts to submit a written opinion on the applications. Qualification is determined by considering the various projects completed by the teacher-researchers. Once the applications have been reviewed, the section presents the qualification list in alphabetical order. Rejected applications are accompanied by an explanatory report. The list of qualification as a university professor is published in the *Journal Officiel*. It is valid for four years.

The candidates occupying a teacher-researcher position equivalent to that of the available job, in a higher education institution in a country other than France, can however be exempt from the qualification. The institution's scientific council gives its opinion on the certifications and work of those concerned as well as on the level of their positions in light of the report established by two experts in the discipline concerned.



**Recruitment by examination:** once registered on the qualification list, the candidates are recruited via competitive exams organised by each institution according to the number of vacant positions.

Higher education institutions have the possibility of recruiting teacher-researchers, at any time during the year as part of the “continuous” procedure, or during the “common timetable” session. This session is characterised by a timetable common to all institutions with available positions and enables the posting of the successful applicants as of 1<sup>st</sup> September of the year in question.

Applications are assessed by a selection committee, the rules governing the constitution and operation of which are defined statutorily. This body examines the application and gives an opinion to the board of directors meeting in a special session open only to teacher-researchers. This board of directors makes the final recruitment decision and communicates an appointment proposal to the minister.

**Special case:** in legal, economic, political and management fields, university professors are recruited either through a national *Agrégation* exam, or through an exam given by the institution and open only to lecturers who have the required degrees, as explained above, and having taught at least ten years in an institution of higher education as of 1 January, serving five of the ten years as lecturers.

Two national *agrégation* exams are organised periodically in the legal, political, economic and management fields: one is an external exam open to candidates having obtained a doctorate, and the other is an internal exam open only to lecturers who are at least 40 years old and have taught for at least ten years at an institution of higher education.

Those who pass the exam are placed in order of rank.

The *Agrégation* exam contains two tests:

- The first consists in a review of the candidates’ degrees and teaching career by a panel, followed by a discussion with the candidates about their work;
- For the second, the candidates authorised to continue the exam must teach three classes.

#### **8.1.5.3.1.2. Lecturers**

Recruitment also comprises a two-phase process: qualification and recruitment by examination. The positions to be filled are open, by institution and discipline, to the candidates registered on a list of qualification for lecturer functions established by the National university council. As with university professors, French nationality is not a pre-requisite for eligibility.

**Qualification:** candidates seeking registration on the qualification list must either:

- hold, by the date of the review of the applications by the National council of universities, a doctorate or certification to manage research projects. Candidates with university degrees, qualifications and foreign degrees may be excused from the above requirement by the National council of universities. The State doctorate, third-cycle doctorate and docteur-ingénieur degree are accepted as equivalents to the above requirements;
- have, by 1 January of the year of registration, at least three years of professional experience, excluding teaching or research activities in public scientific and technological institutions;
- be a full-time assistant teacher;
- be temporarily transferred for at least one year as a lecturer;
- or belong to a group of researchers.

Requests for registration onto the lecturer qualification list, provided along with an individual application form, are reviewed by the competent section of the National council of universities, which may have recourse to external experts asked to give a written opinion of the applications. Qualification is determined by considering the various projects completed by the teacher-researchers.

After reviewing the applications, the competent section of the National council of universities establishes the list of qualified lecturers, in alphabetical order. Rejected applications are accompanied by an explanatory report.

The list of qualified lecturers is published in the official gazette and is valid for a four-year period.

The candidates occupying a teacher-researcher position of an equivalent level to that of the available job, in a higher education institution in a country other than France, can however be exempted from the qualification. The institution's scientific council gives its opinion on the certifications and work of those concerned as well as on the level of their positions in light of the report established by two experts in the discipline concerned.

**Recruitment by examination:** once registered on the list, the candidates may apply directly for vacant positions in higher education institutions, currently published twice a year.

Higher education institutions have the possibility of recruiting teacher-researchers, either at any time during the year as part of the "continuous" procedure, or during the "common timetable" session. This session is characterised by a timetable common to all institutions and enabling the posting of the successful applicants as of 1<sup>st</sup> September of the year in question.

Applications are assessed by a selection committee, the rules governing the constitution and operation of which are defined statutorily. This body examines the application and gives an opinion to the board of directors meeting in a special session open only to teacher-researchers. This board of directors makes the final recruitment decision and communicates an appointment proposal to the minister.

#### **8.1.5.3.1.3. Associate teachers**

It is important to mention **associate teachers**, who can have French or foreign nationality. Associate professors are appointed by the authorities competent to appoint permanent professors in the same category, on the proposal of the bodies systematically consulted for the appointment of permanent professors. Full-time associate professors are hired for three years. In order to be recruited as full-time associate professors, candidates must have obtained professional experience outside of teaching and research (seven years experience to be recruited as an associate lecturer, nine years as an associate professor), or hold a doctorate or another equivalent university degree and have held teaching or research functions abroad.

The conditions for recruitment as a part-time associate professor are more flexible. Candidates must have at least three years initial professional experience (excluding teaching positions) and professional experience related to the discipline to be taught. As is the case for full-time associate professors and permanent teacher-researchers, appointments are made by the authorities competent to appoint full-time personnel of the same category, on the proposal of bodies statutorily concerned by the appointment of full-time personnel of the same category.

Associate teachers and full-time visiting professors have the same service obligations as those of full-time teacher-researchers of the same category. Their service obligations are determined in relation to the reference working hours of teacher-researchers corresponding with the reference working hours in the public sector, i.e. 128 teaching hours or 192 hours of guided studies for full-time associate teachers and half of this for part-time associate teachers.

#### **8.1.5.3.1.4. Assistants**

The number of **assistants** is drastically decreasing. In 2008, there are hardly more than one hundred. However medical doctors with certain specialties are still hired as university hospital assistants, in which case these assistants are under contract.

### **8.1.5.3.2. Other categories of higher education teachers**

#### **8.1.5.3.2.1. Permanent secondary education teachers**

Certain teachers belonging to this category can be posted to higher education: some vacant positions in higher education can be filled by PRAGs (*professeurs agrégés*), or professors having obtained the **CAPES**, **CAPET** (PRCE) or **CAPLP** in public education. Candidates must be teachers or trainees. They can be currently employed or placed on "availability", *en détachement* (secondment), on delayed nomination or on leave.

Secondary education teachers working in higher education institutions must perform 384 hours of guided studies per year.

#### **8.1.5.3.2.2. Temporary teaching and research assistants (ATER)**

They are recruited to fill fixed-term contracts, which cannot exceed four years. Candidates are students in the last year of their master's thesis or young doctoral candidates. They can work part or full-time, for a total of 128 hours of classes, 192 hours of guided studies, or 288 hours of practical applications.

#### **8.1.5.3.2.3. Moniteurs (coordinators)**

The status of coordinators is governed by decree no. 89-464 of 30 October 1989.

It should be pointed out that decree no. 2009-464 of 23 April 2009 relative to doctoral students under contract with higher education or research institutions enables the students enrolled with a view to preparing for a doctoral degree to benefit from a single contract which can include, in addition to the research activities associated with their doctoral degree course, assignments in terms of teaching, research, research promotion, scientific and technical information or appraisal assignments in companies.

#### **8.1.5.3.2.4. Lecteurs (readers) and foreign language professors**

They are governed by decree no. 87-754 of 14 September 1987 and recruited for one or two years by higher education institutions. *Lecteurs* must perform 300 hours of practical applications, whereas the professors must perform 288 hours.

#### **8.1.5.3.2.5. Auxiliaries**

They can teach classes, perform guided studies or practical applications. They are chosen for their expertise in scientific or professional fields, and they must have a professional activity in addition to their teaching activity. They either teach occasionally or regularly and are paid at the currently valid rate.

#### **8.1.5.3.2.6. Temporary auxiliaries**

They are students of at least 28 years by 1 September of the academic year in question, and preparing for a third-cycle degree in higher education. They are also recruited amongst candidates under 65 years of age benefiting from a retirement pension. They can perform either guided studies (96 hours maximum) or practical applications (144 hours maximum).

### **8.1.6. Curriculum, Special Skills, Specialisation**

Regardless of their previous curriculum and whatever their teaching post, teachers must be fully aware that pupils' progress and results are the purpose of their action and function. For this reason, teaching in the framework of the national Education public service is perceived as a task aimed at educating the young people placed in the care of school, which implies a good command of all the skills necessary for the required level. Teaching is also perceived as an educational duty based on the values of the Republic, which implies accurate knowledge of the principles and laws illustrating these values, but also exemplary behaviour in the performance of their duties. Finally, teaching is perceived as a duty to contribute to the social and professional integration of pupils, which implies the ability to encourage pupils' cultural tolerance and good knowledge of the economic and social environment of the school.

#### **8.1.6.1. School teachers**

A common national framework for the training of teachers, with clear references for the students and partners in the training of teachers, is defined by the order of 19 December 2006, relative to the "[specifications](#)" (8.1.4.1.).

University curricula must prepare for the teaching function before the entrance examinations, which implies that, during their training for a [licence](#) and throughout the preparation of the examinations, the future teacher must acquire a broad disciplinary culture. All teachers must be familiar with the "[common foundation](#) of knowledge and skills" (5.4.). Therefore the future secondary education teachers begin to acquire the knowledge necessary for versatility before the entrance examination. It is also before this examination that the future secondary education teachers must be able to establish links between their disciplines and related disciplines; in addition, they should be encouraged to pursue university education courses giving access to the additional qualifications offered in certain entrance examinations and ensuring teacher versatility in *collège*. They must also be able to acquire other knowledge useful to their teaching duties (basic knowledge of psychology, sociology, history, philosophy, economics, law etc.).

Furthermore, the [LMD](#) system, by dividing courses into major disciplines, facilitates the progressive guidance of the student. Universities are also trying to provide *licence* students cross-sectional skills, such as modern foreign languages, IT, methodology and, using various procedures, expression capabilities and general education. In this context, the national Education has implemented an "IT and Internet certificate" (C .2.i) level 2 "Teacher" designed for IUFM trainee teachers, which must also be put in place in the *licence* curriculum. The purpose of this certificate is to attest to common

professional skills necessary for all the teachers in the performance of their duties. These skills must enable all teachers to evolve and continue to learn throughout their career.

Finally, it is the responsibility of the universities and IUFMs to check that the initial vocational training plan enables the development of all expected skills. Traineeships are the only training procedure described in the circular issued to implement the specifications (c. no. 2007-045) because they are subject to an agreement between the university and academic authorities.

Prior to the vocational training examination in the IUFM, traineeships can be carried out at any time during the *licence* curriculum, as soon as the professional project is specified. Two of these traineeships, the observation placement in a school environment and the work placement period, concern all the students aiming for a teaching career. The work placement for all future teachers, required at this stage of training, is the responsibility of each student. University presidents and training managers organise the other traineeships and ensure their positioning within the students' curriculum.

The third traineeship relates more specifically to future modern foreign language teachers, who must spend at least four weeks in a country where the language they wish to teach is spoken. The last traineeship is for teachers aiming for a vocational branch. To teach the profession in which they have been trained, they must perform this profession in a company for at least three months.

The vocational qualification year, before the teacher is made permanent, is structured based on traineeships with a specific procedure, i.e.:

- In primary education, traineeships amount to 57 days.
- In secondary education, the maximum number of hours for the responsibility traineeship is:
  - 288 hours for secondary education trainee teachers of general, technological and vocational disciplines;
  - 360 hours for secondary education trainee teachers of physical education and sport, including participation in training, coaching and sporting events;
  - 576 hours for trainee certified research assistants and trainee education councillors.
- In secondary education, the accompanied practical traineeship and the "responsibility" traineeship are carried out in different institutions, catering for students with a different level and social characteristics.

Subsequently, following the vocational training year, the support of new permanent teachers is a crucial aspect of initial vocational training. These teachers are now entitled to deferred initial training: four weeks in the first teaching year and two weeks in the following year, under the responsibility of the *recteur d'académie*. For secondary education teachers, this continuity is only truly effective if the teacher is posted to the same *académie* as a trainee and as a teacher.

#### **8.1.6.2. Higher education teachers**

There is no single programme of studies for the initial training of teachers in higher education. See 8.1.4. and 8.1.5.3.. Two thirds of the teacher-researchers recruited over the last few years have undergone no specific training in order to perform their future profession, as most of their skills were acquired throughout their higher education, research projects in laboratories or post-doctoral studies.

#### **8.1.7. Evaluation, Certificates**

##### **8.1.7.1. Evaluation and certification of primary education teachers**

The order of 10 May 2006 sets forth the conditions that must be met in order to register for the recruitment exam for *Professeur des écoles* (first-level teachers), including the rules for the panel, the evaluation system, as well as the content and modalities of the exercises and how they are to be administered. This Order also introduced a new pre-requisite for candidates who wish to register for the exam. They have to have certificates in swimming and first aid.

The commentary of 16 May 2005 made specifications regarding the objectives and evaluation methods for the various exercises. The following were the two main points highlighted by the commentary:

- The objective of all exercises included in the exam is to evaluate the candidate's aptitude to mobilise and exploit the skills necessary to teaching in a primary school environment.
- Each exercise must allow the candidates to demonstrate sufficiently extensive knowledge of the discipline in question, plus the ability to combine theory with practice in the classroom. That said, it is important to bear in mind that each exercise is addressed to candidates who may or may not have a [licence](#) in the discipline being evaluated.

Adding to this commentary was memorandum no. 2005-083 of 16 May 2005, amended by memorandum no. 2007-119 of 23 July 2007, establishing the permanent national programmes for external exams, second internal exams, and third recruitment exams for *Professeurs des écoles*, as regards the eligibility tests: French, Mathematics, History and Geography, Science and Technology, and the first part of the interview portion of the exam.

There is no set programme for the admissions exams for modern foreign languages or Physical education and sport.

All of these regulatory texts help provide a precise and detailed definition of the content and objectives of each examination test.

Candidates who pass the recruitment exam then receive a year of vocational training, after which they become fully-fledged *Professeurs des écoles*.

The evaluation leading to the official qualification as a teacher is the responsibility of an academic panel, which makes its judgment in light of the skills dossier of the trainee teacher. This dossier includes:

- the opinion of the training authority (IUFM);
- the opinion of a national Education inspector.

A vocational degree of *professeur des écoles* is then awarded by the *recteur* of the *académie*.

In addition, the "skills dossier", based on the expected skills described in the specifications, is introduced by circular no. 2007-045 (mentioned above). It assesses teachers throughout the vocational qualification year and the first two years as permanent teachers. This skills dossier has two objectives: it attests to the command of the expected skills at the end of the traineeship year and enables the panel to form an opinion as part of the vocational qualification examination; by focusing on the skills to be consolidated, it facilitates the creation of the initial training programme deferred over the two years subsequent to the qualification as a permanent teacher.

### **8.1.7.2. Evaluation and Certification of Secondary Education**

There are five types of recruitment examinations, organised by discipline, open to candidates depending on their choice:

- The CAPES (certificate of aptitude to teach in secondary schools) for general disciplines;

- The CAPEPS (certificate of aptitude to teach Physical education and sport);
- The CAPET (certificate of aptitude to teach in technological *lycées*) for technological disciplines;
- The CAPLP (certificate of aptitude to teach in vocational *lycées*);
- The *Agrégation* exam, also organised by general or technical discipline, for candidates with a *maîtrise*, an equivalent degree, or one of the certificates of aptitude listed above.

As with *professeurs des écoles*, certification is granted at the end of the second year of *IUFM*. The professional aptitude of trainee teachers used to validate their traineeship is assessed by academic panels whose opinion is based on the trainee teacher's skills dossier. This dossier includes:

- the opinion of the training authority (*IUFM*);
- the opinion of the head of the institution where the traineeship was carried out;
- the opinion of a national Education inspector.

Depending on the case, these panels deliver the EQP (professional qualification exam) to certified teachers-in-training and physical and athletic teachers-in-training. They also deliver the CA (certificate of aptitude) to professional *lycée* teachers-in-training. Successful completion of the EQP or CA earns the candidates their title, issued by the *recteur* of the *académie*.

As regards private education under contract, exams were created in 1994 granting access to the list of aptitude for the purpose of obtaining a certificate of aptitude as a second-level *maître* or CAFEP (document specialist under contract). Candidates registered on the list of aptitude and may be given a probationary one-year contract with the agreement of the head of the establishment. They then may be given a permanent contract once their aptitude has been demonstrated by obtaining the CAFEP (certificate of aptitude to teach in institutions of private education).

Exams corresponding to the external exams for the CAPES, CAPET, CAPEPS and CAPLP. the sections and options are the same as the exams in public education. The candidates must take the same tests submitted to the same panels as the candidates taking the external exams in public education.

### 8.1.7.3. Evaluation and Certification of Higher Education

The professional commitment and excellence of teacher-researchers are now promoted as part of a transparency-based professional evaluation carried out by their peers within the national Council of universities, which already gives its opinion on the measures relative to qualification and career.

Every teacher-researcher must issue a report, at least every four years, mentioning all their activities and possible evolutions. The institution's board of directors gives its opinion on the educational activities and tasks of general interest performed, and the national Council of universities assesses their research activity.

Therefore this evaluation takes into account all the tasks performed by the teacher-researcher and the institutions take into account the activities evaluated in terms of compensation and promotion.

Thus, the teaching activity is regularly evaluated, at least once every four years, by the national Council of universities in light of the opinion of the board of directors, meeting in a restricted session, on the educational activities and tasks of general interest performed by the teacher-researcher.

The research activity is supported and recognised as such by a regular evaluation, at least every four years, carried out by the national Council of universities.

The decree of 23 April 2009, amending the statutory decree of teacher-researchers of 6 June 1984, stipulates that each teacher-researcher must establish, at least once every four years and every time he/she applies for a promotion, a report mentioning all his/her activities and their possible evolution. This report will be used for the teacher-researcher's individual evaluation.

Professors performing functions other than teaching and research also benefit from a specific promotion procedure.

A process is underway to overhaul these measures in the context of the "research pact". One of the objectives is to create a unified, coherent and transparent research evaluation system.

In this context, the President of the Republic created, on 25 September 2006, the evaluation Agency for research and higher education (AERES), which is one of the innovative tools implemented by the programme law of 18 April 2006 for research, to guarantee the coherence of the national research policy and provide the scientific community with the resources for a new objective. The organisational and operational procedures for this independent administrative authority, defined by decree no. 2006-1334 of 3 November 2006, are in line with the best international practices. They guarantee its validity, ensure the transparency of its evaluation processes and are a measure of its efficiency. The evaluations conducted by AERES, on institutions, units and researchers themselves, will shed precious light on the people in charge of research and higher education with a view to the allocation of human and financial resources.

##LEG ID="L0096"\$

Programme law for research

### 8.1.8. Alternative Training Pathways

For those who cannot participate in an [IUFM](#) training programme to become first or second-level teachers, the CNED (national long distance education centre) offers training programmes in the majority of disciplines for all types of recruitment exams (see section 6.18. for more on the CNED).

Furthermore, increased international competition has led the Ministries of National Education and Research, concerned about maintaining excellence in higher education and modernising the higher



education system, to launch three successive calls (2000, 2001, 2002) for projects to create French "digital campuses".

The main objective of these calls for projects was to create a top-quality national FOAD offering (open, long-distance training) that is competitive on the international market. The first and second calls focused on a partial or complete long-distance offering. The third also called for developing new work environments.

A digital campus is defined as a learner-focused education system offering innovative services via digital technologies, giving access to training from nearby or distant locations, in periods and at a pace chosen by learners, throughout their life. The implementation of an inter-institution logic and the development of public/private partnerships and relationships with foreign institutions reinforce the quality of the content and services provided to students. Projects are based on innovative engineered training, designed in a modular manner in order to enable personalised programmes.

Training programmes are becoming flexible, in keeping with the implementation of ECTS (European credit transfer system), bridges are built between Initial Education and Continuing Education, in coherence with the Validation of Acquired Skills (VAE, see 5.17.2.3.) In addition, the organisation of "consortiums" (groups of higher education institutions associated with other public and/or private partners) was strongly encouraged. Nearly 400 partners got together in these consortiums in order to develop this new FOAD offer. Certain digital campuses bring together up to twenty institutions working on educational content and additional instruction systems designed to make these educational programmes more easily accessible to students.

All major disciplines were affected by this new educational offer:

- Sciences and techniques,
- ICT and training engineering,
- Medicine and healthcare,
- Law, Economics, Management,
- Social sciences and humanities,
- Multi-disciplinary fields.

As of 1 March 2008 there are 64 labelled campuses. ECHILL, Ape-LAC, FIPFOD2, and TUTELEC are the campuses specialising in training trainers, and FORSE is the campus specialising in education sciences. To see the complete list of labelled campuses, go to <http://www.educnet.education.fr/superieur>

## 8.2. Conditions of Service of Teachers

Teachers are public servants. Their professional status is therefore governed by the body of laws on civil service.

The preamble to the 1946 Constitution states that "the organisation of free, secular public education at all levels is a responsibility of the State". The State retains responsibility for the public education service: In this capacity, the State "is responsible for the recruitment, training and management of personnel. It is also responsible for their salary and teaching expenses. It must define educational guidelines and programmes." Public education comes under the authority of the Ministry of National Education.

In the strictest sense, French public service includes all employees occupying permanent civil service positions for the State, local authorities (municipalities, *départements* or regions) or certain public hospitals. The national Education sector represents half of the State's jobs.

While 45% of State civil servants belong to category A (minimum education level: *baccalauréat* + 3 years of post-secondary education; supervisory, design and management tasks), 26% belong to category B (*baccalauréat* level; application tasks) and 29% to category C (education level: BEP, CAP, national *brevet* diploma or no qualification; execution tasks).

The national Education system mostly recruit staff from category A (teaching staff, education, guidance, documentation staff, civil administrators, administration assistants, research or study engineers, computer specialists, statisticians, bridge and roadway engineers, etc.).

## 8.2.1. Historical Overview

### 8.2.1.1. Primary and secondary education teachers

Until 1990, first-level teachers were trained in *écoles normales*. Belonging to category B, they have since then progressively been integrated into the new category of *professeurs des écoles* created at the time to replace that of *instituteurs*. In 2008, only 8% of the primary teachers had yet to be integrated into the *professeur des écoles* category, civil servants belonging to Category A.

Three bodies of teachers were authorised to teach in secondary schools: those who had passed the *Agrégation* exam for second-level education, which was created in the nineteenth century; "*professeurs certifiés*" (1950); and PEGCs (general education *collège* teachers), created in 1969. They were managed at the *académie* level and taught two subjects. They used to be recruited prior to obtaining a *licence*, but that practice was eliminated by the start of the 1987 school year. Some of the PEGCs will be integrated into the category "*professeurs certifiés*".

### 8.2.1.2. Higher education teachers

For the past 30 years, the missions given to institutions of higher education, and thus put into practice by teacher-researchers and other teachers, in collaboration with IATOS personnel (engineers, administrators, technicians, health and social service workers, librarians), have greatly evolved. The Law of 12 November 1968, and more specifically the Law of 26 January 1984, integrated some of these missions. Chapter III of the Code of Education, entitled "Objectives and missions of higher education" (which reproduces the provisions of the Law of 26 January 1984 on higher education) defines the missions of public tertiary education. The concept of "public tertiary education" applies to institutions other than universities: it also concerns *écoles supérieures*, *IUFMs* (now integrated into universities), *lycées* (preparatory classes for the *grandes écoles* and *BTS*), and other institutions under the authority of various ministries (*écoles supérieures* in the fields of health, agriculture, culture, etc.). It is specifically indicated that "(...) public tertiary education: 1. 1. provides reception and guidance services for students; 2. provides initial training; 3. contributes to continuing training; 4. is responsible for training trainers".

The law of 10 August 2007 relative to the freedom and responsibilities of universities entrusts the public higher education service with new tasks: guidance and professional integration as well as the participation in and creation of the European area for higher education and research.

The status of teacher-researchers has therefore been modified to clarify and update the tasks of teacher-researchers, which have been extended to professional integration and research expertise.

## 8.2.2. Ongoing Debate and Future Developments

In October 2008, the minister in charge of higher education presented a plan promoting the appeal of careers in higher education and research. The objectives of this plan are to support and encourage the early career stage, provide the most promising with better salaries and working conditions and reconcile the status of researchers and academics.

As part of this plan, decree no. 2009-462 of 23 April 2009, on the classification rules of people appointed to teacher-researcher positions in public higher education and research institutions under the authority of the minister for higher education, stipulates that in the early stages of their career, lecturers will have better salaries by taking into account the doctorate and post-doctorate research years completed under employment contract when calculating their number of years working. The remuneration of a young lecturer is currently based on his/her latest activity and the doctorate is not regarded as professional experience.

The minister also decided to encourage the most promising young researchers by creating "university/research organisation" chairs which will benefit from a number of advantages. In 2009, as part of this process, 130 positions are offered each year to lecturers, researchers or young doctoral students by way of an examination. The recruits will have lecturer status but will be relieved of part of their student teaching duties (64 hours instead of 192 each year) so they can devote themselves to research. This "privileged" status will be granted for five years, renewable once. It is inspired by the model implemented in the *Institut Universitaire de France* (IUF, French University Institute), an institution "without walls" created in 1991. The reform constitutes the first concrete stage in the merging of research organisations and universities.

## 8.2.3. Specific Legislative Framework

Statutory provisions relative to the State civil service

### 8.2.3.1. Primary school teachers

*Professeurs des écoles* and primary school teachers are subject to the same rules that apply to all State civil servants, which were set forth in Law nos.83-634 of 13/7/1983 and 84-16 of 11/1/1984. Each category of teachers has a specific status governed by specific measures (recruitment, promotion, etc.). For example, the legal status of *Professeurs des écoles* is defined in amended decree no.90-680 of 1/8/1990.

### 8.2.3.2. Secondary education

Teachers in secondary education are also State civil servants and are therefore subject to the laws cited in the previous section 8.2.3.1.

### 8.2.3.3. Higher education

#### A. Teacher - researchers

By virtue of law no. 84-52 of 26 January 1984 on higher education, the status of teacher-researchers is defined by decree no.84-431 of 6 June 1984, which sets the legal status common to all teacher-researchers as well as the special status of university professors and lecturers.

## **B. Other teachers**

The presidents and heads of institutions therefore have authority to recruit non-permanent staff.

Temporary teaching and research assistants (ATER) are appointed by the president of the university or head of the institution. The regulatory framework of their status is specified in amended decree no. 88-654 of 7 May 1988.

Associate teachers are governed by decrees no. 85-733 of 17 July 1985 and no. 91-267 of 6 March 1991.

Furthermore, the status of **co-ordinators** is ruled by decree no. 89-794 of 30 October 1989 and that of **foreign language teaching assistants** and **foreign language teachers** by decree no. 87-754 of 14 September 1987.

It should be pointed out that decree no. 2009-464 of 23 April 2009 relative to doctoral students under contract with higher education or research institutions enables the students enrolled with a view to preparing for a doctoral degree to benefit from a single contract which can include, in addition to the research activities associated with their doctoral degree course, assignments in terms of teaching, research, research promotion, scientific and technical information or appraisal assignments in companies. This contract is therefore destined to replace the research allowance contracts and higher education initiation monitorships currently stipulated in applicable texts.

## **8.2.4. Planning Policy**

### **8.2.4.1. Primary education**

*Professeurs des écoles* and primary school teachers are managed at departmental level. Many decisions are left to the *inspecteur d'académie* as director of national education services at the *département* level, particularly concerning evaluations, promotions in grade and level, leaves of absence, nominations, granting of permanent positions, transfers and lay-offs.

Since 1995, a Department of Human Resources has existed in each *académie*. Its mission is to coordinate all organisations within the *académie* responsible for personnel training and management so that the people and positions are better understood.

As a general rule, the HR manager, who is appointed by the *recteur* of the *académie* and therefore works under the *recteur*, has authority over all aspects of the management and training of national education personnel within the *académie*. The HR manager focuses primarily on the schools and management of sensitive situations.

### **8.2.4.2. Secondary education**

Second-level teachers are supervised, and their careers managed, by three individuals:

- the minister: he is responsible for the general management of human resources. He has the authority to define specific statuses, recruit personnel, decide on certain management aspects (first postings, inter-[académie](#) transfers, etc.) and manage the *agrégé* teachers' category.
- the *recteur* of the *académie*: the minister's representative within the *académie*. His management responsibilities are increasingly wide-ranging (first postings and inter-[académie](#) transfers, most promotions, leave of absence, etc.) for decentralised management personnel categories (certified teachers, PEPS, PLP, AE etc.).
- the head of institution (known as the "principal" in *collèges* and *proviseur* in [lycées](#)): his responsibilities towards the teachers of his institutions are to steer the institution, organise the service (by organising teaching schedules) and, in terms of human resources management, participate in the promotion process.

### 8.2.4.3. Higher education

By virtue of the reform of the teacher-researcher status introduced by decree no. 2009-460 of 23 April 2009 amending decree no. 84-431 of 6 June 1984 defining the status of teacher-researchers and decree no. 93-1335 of 20 December 1993 relative to the decentralisation of certain management operations relating, amongst other things, to teacher-researchers, all routine management actions regarding the career of these personnel which were previously the responsibility of the minister for higher education, are transferred to the presidents of universities and directors of higher education institutions.

However, certain actions remain under ministerial responsibility, such as the appointment of lecturers and university professors, which remain respectively the prerogative of the minister for higher education and the President of the French Republic, post-secondment integration actions or the granting of a long-term leave of absence when the opinion of the higher medical committee is required as well as actions relating to termination of service.

## 8.2.5. Entry to the Profession

### 8.2.5.1. First-level teachers

Candidates who wish to become first-level teachers must take a recruitment exam (see sections 8.1.5.1. and 8.1.7.1.). Once they have obtained the professional "*Professeurs des écoles*" degree, issued by the [recteur](#) of the [académie](#) in which they took the exam and did their traineeship, the *Professeurs des écoles*-in-training are given their official title by the [inspecteur d'académie](#) the director of national education services at the *département* level (usually the *département* where they did their traineeship).

The first teaching position held by young first-level teachers is given special attention. Two memoranda (dated 2 January 1995 and 9 January 1996) encourage the *inspecteurs d'académie* to avoid assigning beginners to difficult positions, unless they should volunteer.

### 8.2.5.2. Second level

Candidates for second-level teaching positions must take a recruitment exam (see section 8.1.5.2. followed by a traineeship that must be validated by a certificate of aptitude or a professional

qualification exam, which they must successfully pass in order to receive their title (see section 8.1.7.2.). Successful candidates are then assigned to a teaching position within an [académie](#). Teachers in private institutions under contract, having obtained their CAFEP, are given a contract by the [recteur](#) upon approval of the head of the establishment.

### **8.2.5.3. Higher education**

Permanent teacher-researcher positions in higher education are obtained through the qualification/recruitment examination procedure, see 8.1.5.3.

University professors are appointed by decree of the President of the Republic.

Lecturers are appointed by decree of the minister in charge of higher education.

## **8.2.6. Professional Status**

### **8.2.6.1. Primary education**

Primary public school teachers (pre-school and primary school) are State civil servants, belonging to Category A (minimum level of education: *baccalauréat* + 3 years of higher education) for *professeurs des écoles* and Category B (minimum level of education: *baccalauréat*) for *instituteurs* (8%).

Under the Debré law of 31/12/1959, first-level teachers in private institutions under a simple contract (see section 3.1.) are also paid by the State. They remain, however, private-sector employees under the authority of the head of their establishment.

In private establishments that have chosen to enter into a contract of association (see section 3.14.) with the public education system, the teachers are paid by the State and are contractually employed by the State. As State employees, they are therefore subject to public law and are appointed by the [recteur](#) or [inspecteur d'académie](#), upon approval of the head of the institution.

### 8.2.6.2. Secondary education

Secondary education teachers are civil servants belonging to category A.

Posts are available for the recruitment of teachers by various competitive examinations: external (8.1.7.2.), third examination, internal and reserved for the recruitment of secondary education teachers.

Third examinations are designed for candidates who can attest to exercising, for at least five years, one or several professional activities in the area of education or training. This notably relates to educational aides. These activities must be carried out within the framework of a private law contract (decree 2005-1279 of 13 October 2005).

There are five permanent teacher statuses:

- **Chair professors:** teachers coming from the [agrégé](#) category and aimed more specifically at teaching in preparatory classes for [grandes écoles](#);
- **Secondary education [agrégé](#) teachers;**
- **Certified teachers**, certified teachers, recruited via the [CAPES](#) or [CAPET](#)
- **Physical and sport education teachers;**
- **Vocational *lycée* teachers.**

A number of permanent teachers belong to personnel categories which are almost phased out (**PEGC**: general [collège](#) teachers, created in 1969 for *collège* education; **physical education and sport auxiliaries**, a category created in the early 60s, mostly aimed at facilitating the integration of other physical education and sport personnel; **deputy teachers**, former category integrating auxiliary teachers).

Other teachers (non permanent): auxiliary teachers (their recruitment was discontinued), public contract teachers, part-time secondary education teachers, associated teachers.

Associated teachers (decree no. 2007-322 of 8 March 2007) must attest to a professional experience of at least five years in the discipline taught; they are in charge of initial education activities; their activities include among other things, follow-up and advice as well as the evaluation and validation of pupils' acquired skills.

### 8.2.6.3. Higher education

Teachers in higher education are Category A civil servants and are therefore subject to the rules that apply to all civil servants. In addition, they benefit from a certain number of traditional guarantees, designed to maintain their independence and freedom of expression (in particular, recruitments and promotions are decided by bodies made up entirely of their peers).

#### A. Teacher-researchers :

- **University professors** (subjects of law, politics, economics and management, literature and humanities, science and pharmacy), primarily responsible for providing a teaching service in the form of classes and managing research units;
- **Lecturers** (subjects of law, politics, economics and management, literature and humanities, science and pharmacy), mainly responsible for the preparation of education and research programmes, student guidance, co-ordination of educational teams.

## **B. Medical studies teaching personnel**

Teaching and hospital care personnel perform their functions in university hospitals. They are university professors-hospital practitioners and university lecturers- hospital practitioners involved in medical, odontological and pharmaceutical disciplines. They perform a triple function of education, research and care and are under the dual authority of the ministers for higher education and health.

Medical disciplines also involve general medicine teaching personnel, governed by a recent statute, i.e. decree no. 2008-744 of 28 July 2008. Professors of general medicine and general medicine lecturers jointly perform teaching, initial and continuing education and research functions, as well as care functions in general and outpatient medicine.

## **C. Teachers**

This category regroups secondary education teachers such as certified teachers, *professeurs agrégés*, technical deputy *lycée* teachers.

- **Professeurs agrégés and certified teachers (PRAG and PRCE)** who can be posted to higher education and appointed to specific secondary education posts created in higher education institutions;
- **Professors of the *Ecole nationale supérieure des arts et métiers*** who can be posted to higher education and appointed to posts corresponding with their category in order to perform their activities.

## **D. Other teachers**

- **Temporary teaching and research assistants (ATER)** who, as well as their teaching duties, perform research work with a view to obtaining a doctorate; there are several categories (civil servants belonging to category A on secondment, foreign teachers or researchers, doctoral students finishing their thesis or who have presented their thesis, co-ordinators);
- **Co-ordinators** who have already been allocated a research grant;
- **Doctoral students under contract;**
- **Part-time teachers** (see 8.2.7.3.): part-time teachers selected for their expertise in the scientific, cultural or professional sector and part-time temporary teachers under 28 enrolled in a preparation course for a master qualification;
- **Associated or guest teaching staff (PAST)** who must attest to a professional experience (other than teaching activity) of 7 of the last 9 years for the functions of associated lecturer and 9 years for the functions of associated professor; the duration of the assignment is 6 months minimum to 3 years, renewable without exceeding 6 years in total.
  - Full-time associates appointed for a period which cannot be less than 6 months or exceed 6 years;
  - Part-time associates who must have another activity exercised for at least 3 years and directly related to the speciality taught;
  - Full-time guests;
  - Part-time guests;
- **Foreign language assistants and foreign language teachers.**

**Foreign language** assistants teach 300 hours of tutorials each year to students, 100 hours of which can be converted into guided studies

**Foreign language** teachers are involved in all teaching-related tasks. Their annual service teaching students is set at 288 hours of tutorials or 192 hours of guided studies or any equivalent combination or, finally but under exceptional circumstances, classes.



## 8.2.7. Replacement Measures

The framework and programme law for the future of school of 23-04-2005 added a new paragraph to the Code of Education, which deals with teacher replacements for absences of less than two weeks.

### Framework and Programme law for the Future of School

#### 8.2.7.1. Primary school teachers

In every *département*, some permanent teachers are assigned as substitutes. The percentage of teachers assigned as substitutes is set by the *inspecteur d'académie* depending on need and on advisement of consulting organisations.

Substitute teachers (known as *titulaires remplaçants*) follow the same training programme as their colleagues and receive a special indemnity. They are attached to a given school and are assigned to a "brigade" in their *département* or to a ZIL (local intervention area). ZILs are composed of about 25 classes and the substitute teachers usually fill in for short absences. The *brigades* cover a larger area, are managed by the *inspecteurs d'académie*, and the substitute teachers fill in for longer absences, notably for teachers who have taken time off for vocational training purposes.

#### 8.2.7.2. Secondary education

Secondary education teachers, guidance and orientation personnel (permanent staff and trainees) can be required to replace temporarily absent personnel or fill a temporarily vacant position in their *académie*, based on their level of qualification.

**These replacement personnel are known as TZR (qualified personnel permanently assigned to a particular replacement area).** The replacement area is the geographic area covered by the *académie* in which the TZR may be called upon to substitute over the course of the school year. The replacement areas are defined by the *recteur*, after consulting with the CTPA (technical joint *académie* committee).

**TZR are managed by a single school.** The institution to which they are attached is determined on an annual basis. TZR must report to their assigned institution the day before school is scheduled to start. The institution handles administrative tasks, such as registration, salary slips, administrative correspondence, sick leave, etc.

**TZR work mainly in the "primary replacement area" to which they are assigned. However they may be asked to work in neighbouring areas when needed.**

*Recteurs* assign TZR to institutions and define their responsibilities by official order, which also states the reason and duration of the replacement assignment.

TZR work in one of three formats:

- One-year assignments (AFA) to a post remaining vacant or as a temporary education resource;
- Short-time substitute teaching (REP and SUP) for temporarily absent teachers;
- Mixed posting, i.e. part-time AFA, which results in TZR completing their service as substitute teachers.

Between two temporary assignments, TZR must be present in the institution to which they are attached, in order to meet their required number of teaching hours. To this end, they may be asked to participate in establishing personalised educational support programmes ([PPRE]). They may also be asked to cover short-term absences at the institution.

In the context of the provisions of the framework law of 23 April 2005, the replacement of absent teaching staff for a duration less than or equal to two weeks is organised under the conditions provided by decree no. 2005-1035 of 26 August 2005.

These provisions aim at enhancing **equal opportunities** by avoiding educational breaks, likely to discourage pupils and endanger the weaker ones.

For the implementation of this process, the head of the institution draws up, in consultation with the educational teams, a protocol which sets out replacement objectives and priorities as well as the principles and practical procedures for the organisation of these replacements, specific to the institution. This relates primarily to the replacement of absences which can be anticipated throughout the school year.

The protocol is presented by the head of the institution to the administrative board, which is kept regularly informed on the conditions of its implementation and for which the head of the institution focuses on seeking the agreement of qualified teachers.

A teacher cannot be obliged to perform more than five additional hours per week.

### 8.2.7.3. Higher education

Decree no.87-889 of 29.10.87 lays out the measures for replacing teachers at the tertiary education level. The following are passages from the decree:

**Art. 1** – Public institutions of higher education under the authority of the Ministry of National Education may call upon CEVs (*chargés d'enseignement vacataires*) for the medical and dental fields, and ATVs (*agents temporaires vacataires*) in all disciplines, under the terms defined by the present decree.

The replacement of teacher-researchers is closely monitored and limited. Only university professors and lecturers on secondment can be replaced, during the first temporary secondment procedure, by associated or guest teachers, by civil servants in a category other than their original one, by personnel made available to the institution or remunerated in the form of additional classes or by public contract personnel under the provisions of articles 4 and 6 of title II of the general status.

**Art 2** (amended by Decree no.2000-1331 of 22 December 2000) – CEVs are chosen for their expertise in scientific, cultural or professional fields. In addition to teaching, they have a main professional activity:

- running a company,
- a salaried activity (at least 900 hours per year),
- or a non-salaried activity, on the condition that they are subject to the professional tax or can demonstrate that they have consistently earned resources from their activity for at least three years.

In application of Article 25-1 of law no.82-610 of 15 July 1982 on guidance and planning for research and technological development in France, they may also be selected from amongst temporarily transferred civil servants made available or delegated to a company or organisation at which they have been engaged in projects, discoveries or inventions.

If CEVs cease their main professional activity, they may nevertheless continue teaching for a maximum period of one year.

**Art. 3.** ATVs must be at least 28 years old by 1 September of the school year in question and be registered to earn a third-cycle degree. This age limit does not apply to beneficiaries of research allocations, governed by Decree no.85-402 of 3 April 1985 on research allocations. Those persons under 65 years of age and benefiting from a pension, early retirement allocation, or end-of-activity leave, may be recruited as ATVs on the condition that they were exercising a professional activity outside of their teaching institution at the time they quit teaching. They are allowed to teach in disciplines included on a list established by order of the Ministry of Higher Education, as long as they only serve as occasional replacements in any given discipline.

**Art. 4.** The personnel governed by the present decree may be hired to fill a limited number of vacancies. They are recruited by the head of the establishment, based on the proposal of the director of the training and research unit and on advisement of the committee(s) authorised by a special session of the board of directors restricted to teaching staff...

## 8.2.8. Supporting Measures for Teachers

The order of 19 December 2006 setting out the "[specifications](#)" of [IUFM](#) teachers' training states the duties of primary school, [collège](#) and [lycée](#) for the reception and support of trainee teachers and new permanent teachers.

### Order of 19 December

#### 8.2.8.1. Support measures for primary and secondary education teachers

The network of primary schools, [collèges](#) and [lycées](#) receiving trainees and the trainee reception procedures (in particular the way the different training placements are structured) are established by the [recteur](#) and [inspecteur d'académie](#), director of the departmental services of national Education, in partnership with the university and integrated [IUFM](#). This network of institutions (primary schools, [collèges](#) and [lycées](#)) facilitates the smooth transformation between the initial education and the performance of full teaching responsibilities; it is based on the "[school project](#)" (see 2.6.4.2.) in connection with the national educational policy and its academic element.

Primary schools and institutions receiving new permanent teachers organise their pedagogical support. The idea is to create an environment to support the trainee or new permanent teacher as they assume their duties for the first time, and facilitate the implementation of all aspects of their disciplinary, didactic and pedagogical skills. The idea is also to educate each trainee teacher in their civil servant duties by making them aware of their role as adult of reference for the pupils and of the ethical aspects of the profession they have chosen.

Schools and institutions receiving trainee teachers or new permanent teachers must:

- Carry out a training process in partnership with the university and integrated teachers' training institute;
- Give teachers the answers to their professional queries and provide the expected information with regard to the objectives assigned to the training placements;
- Promote teachers' involvement in team work and pedagogical consultation, meetings with parents and the various partners.

The study carried out within the institution or school on the activities offered is an integral part of the reception and support of trainees and new permanent teachers. This requires the involvement of all

stakeholders (head teacher, head of the institution, teachers-*professeurs des écoles* instructors, tutoring or reference teachers, temporary teachers, instructors, professors and trainees): everyone must participate according to their domain of expertise.

With regard to the teaching responsibility training placement as well as all other training placements, a report on the placement designed to help the trainee teacher increase their awareness of the skills acquired and remaining work to be achieved, is completed by the tutoring teacher or teacher-*professeur des écoles* instructor in collaboration with the head teacher or head of the institution. This report is included in the skills record.

Reference teachers or tutoring teachers within the school or institution (or failing this, in the immediate proximity), recognised for their expertise, will be respectively appointed further to the proposal of the national Education inspector by the *inspecteur d'académie*, director of the departmental services of national Education or, further to the proposal of the national Education inspector or the *inspecteur d'académie* – regional pedagogical inspector, by the *recteur*.

New permanent teachers are supported as required. They also benefit from the help of a reference teacher.

### 8.2.8.2. Support measures for higher education teachers

In the early 90s, the lightening of the administrative load related to the management of university staff became essential. This had to be combined with the improvement in the management of posts and in the organisation of a sustained dialogue between the institutions and the ministry in charge of higher Education, based on a system of shared information.

"Harpège" (Harmonisation of Staff Management) is an application designed to cover human resources management in higher education institutions. This is a tool to service higher education personnel by providing them with confidential comprehensive and reliable information, as well as improving internal communication, notably in the context of a mobility.

Universities are strongly involved in this project, which facilitates the management of the career and contracts of all individuals involved in the institutions, i.e.:

- **Career** (civil servants and equivalent): Body, rank, grade and chevron are listed, including traineeship periods, indexed premiums, grading, specialisation referring to the characteristics of the post as well as statutory positions, terms of service, most of the holiday and leave taken.
- **Contract** (contract agents on State budget or private): civil service body equivalent, contract duration, remuneration type and frequency. Terms of service and holiday are also taken into account for public contract agents.

"Antarès" is an application initially dedicated to the management of qualifications on the one hand and recruitment and the posting of teacher-researchers on the other. This application was extended in 2006 with the "Antée" version in order to integrate the application process by the candidates themselves as well as most of the application treatment operations carried out by university management services. The basic principle of "Antarès-Antée" remains the sharing of reliable and secure information between candidates, higher education institutions, evaluation authorities (such as AERES) and the ministry in charge of higher education.

The implementation of this application strongly mobilised universities which took this opportunity to define their requirements according to their internal structures and all the management applications with which inter-operability was deemed essential.

## 8.2.9. Evaluation of Teachers

### 8.2.9.1. Primary education

National education inspectors are primarily responsible for teacher evaluations (for more information, (see section 8.4.)) At the first-level level, there is approximately one inspector for every 350 teachers. Teachers are evaluated about once every four years. The frequency of evaluations varies depending on the district and the inspector's availability. Teachers often request evaluations to help advance their career. The national education inspector of their district is their hierarchical superior. He or she gives every teacher a mark based on both educational and administrative criteria.

### 8.2.9.2. Secondary education

In secondary education, there is about one inspector for every 400 teachers, though this figure varies depending on the discipline. (see also 8.4.).

*Collège* and *lycée* teachers are inspected approximately once every 6 to 7 years, although this frequency is improving. The inspection is carried out in the workplace of the teacher, in the form of an observation of an educational sequence, followed by a one-to-one exchange with the teacher. Teacher evaluation is a combination of two marks: a "teaching" mark (out of 60 points), given by the competent inspector, at the above-mentioned frequency, and an "administrative" mark (out of 40 points), given by the head of the institution each year, based on criteria such as attendance, punctuality, authority and influence.

The teaching mark is harmonised every year by a group of assessors belonging to the higher inspectorate personnel category. This harmonisation balances the grading scales between the different evaluators and updates the oldest teaching marks.

The administrative mark varies depending on academic practices. Consequently, it is averaged out to compensate for grading discrepancies between teachers in the same situation (same level, same administrative position) from one *académie* to the next.

The aggregation of the two final marks produces the overall mark out of 100, which measures the professional aptitude of each teacher and determines their rights in terms of promotion.

The different stages in teachers' career progression (in terms of level, grade or category) are all based to a certain extent on this mark.

It should be noted that the personnel belonging to secondary education teaching categories who are posted to higher education cannot be inspected. Their purely administrative mark, out of 100, is established each year by the head of the higher education institution where they work.

### 8.2.9.3. Evaluation of higher education teachers

See 8.1.7.3.

## 8.2.10. In-service Training

Article L. 912-1-2 of Chapter VI of the framework and programme law for the future of school of 23-04-2005 states that when a teacher seeks training for the purpose of personal advancement and receives approval from the [recteur](#), the training takes place, in priority, outside of the required teaching hours and may qualify for an indemnity. The training is taken into account in the context of the teacher's career management.

Framework and Programme Law for the Future of School

### 8.2.10.1. Primary and secondary education teachers

Academic authorities are in charge of the continuing vocational training of permanent teachers.

It is incumbent upon the [recteur](#) to define the academic plan for continuing education (PAF), which they implement as person in charge of the operating budget of the academic programme (BOPA). The *recteur* determines priorities according to the "teachers' training specifications", defined by the ministry of national Education (order of 19 December 2006), which constitutes the foundation of the PAF.

The *recteur d'académie*, university chancellor, guarantees the coherence between the initial training plan established by the university, the provisions of which with regard to training placements are subject to an agreement, and the academic training plan, supervising the continuing education of primary and secondary education teachers. The dialogue between the ministry in charge of national Education and decentralised authorities is technically based on the GAIA national software, the privileged observation tool for locally implemented training initiatives.

### 8.2.10.2. Continuing training for higher education teachers

The *CRCT* (leave of absence for research in a given field or to turn to a new field) is the leave of absence taken by teacher-researchers for training purposes. For six months to one year, they are freed from their teaching responsibilities so that they can concentrate exclusively on research.

Institutions of higher education also refer to *CRCTs* as *congés sabbatiques* (sabbaticals).

#### Conditions required:

Only permanent teacher-researchers may take a *CRCT*. They are eligible to take a one-year *CRCT* after six years of activity or secondment.

Teacher-researchers returning from maternity leave or parental leave can also benefit from this leave of absence, upon request.

The leave of absence for research in a given field or to convert to a new field is granted by the president or director of the institution or after consultation with the institution's scientific council, or upon the proposal of the relevant sections of the national Council of universities to which the teacher-researcher reports.

### Duration of CRCTs

CRCTs last from six months to one year.

At the end of their CRCT, teacher-researchers must submit to the president of the university or director of the establishment a report on their activities during this period. The report is transmitted to the scientific council and to the National council of universities, when the CRCT was granted based on its proposal.

## 8.2.11. Salaries

Ministry of National Education

Ministry of Higher Education and Research

### 8.2.11.1. Primary and secondary education teachers

Salaries paid to first and second-level teachers vary depending on the teacher's level (see section 8.2.13.1. Each level corresponds to an index (number of "points"). The main salary is determined by multiplying the index by the value of the points. The salary increases as teachers advance to higher levels within a given grade. The rate at which teachers advance is based on merit. Depending on whether or not they advance *au choix* (by choice) or *à l'ancienneté* (by seniority), *professeurs certifiés* can reach the last level of the "normal" class in 20 to 30 years. Teachers can also obtain promotions by changing grade, for example by moving from the "normal" class to the "exceptional" class within their category, which means a higher salary and future salary prospects. To visualise the size of the salary increase, the table in section 8.2.11.1.1. uses the concept of minimum salary (which corresponds to the index reached by a teacher advancing mainly by seniority in the normal class) and maximum salary (which corresponds to the index reached by a teacher advancing by choice and ending up in the exceptional class).

#### 8.2.11.1.1. Basic salary for primary and secondary education teachers

The monthly net salaries listed below are shown without the residence allowance and after deduction of mandatory social contributions ("civil pension" contribution, public debt reduction contribution, general social contribution, solidarity contribution). They do not include any eventual family supplements (SFT). *Professeurs des écoles*, *professeurs certifiés*, *vocational lycée* teachers, guidance counsellor-psychologists, and education counsellors all have the same pay and index scales. *Agrégé* teachers have a different index scale.

Situation	Minimum net monthly salary (1)	Maximum net monthly salary (1)	
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<b>Professeur des écoles, certified teacher and vocational lycée teacher, guidance councillor-psychologist, education councillor</b>			<b>Monthly allowance</b>
Trainee	€1,342	€1,342	- School principal: €108 - Allowance for specialised school teachers: €69 - One additional hour per year (HSA) (excluding professeurs des écoles): €119 - ZEP allowance: €96 - Pupil follow-up and guidance allowance (all lycée and collège teachers excluding professeurs des écoles): €99 - Class teacher allowance: €116
2 years' experience	€1,599	€1,599	
10 years' experience	€1,795	€1,903	
20 years' experience	€2,353	€2,530	
30 years' experience	€2,530	€3,011	

(1) depending on their mark, teachers change levels according to three promotion patterns. Examples excluding residence allowance and SFT):

Specialised *professeur des écoles* with 10 years' experience: €1,926 net/month;

*Professeur des écoles* working in a ZEP, 2 years' experience: €1,655 net/month;

Principal of a 13-class school, 30 years' experience: €3,023 net/month, plus €216 index bonuses, i.e. €3,240;

Certified teacher, 2 year' experience with one HSA: €1,764 net/month;

Vocational *lycée* teacher, 20 years' experience, class teacher with one HSA: €2,787 net/month;

Physical education and sport teacher, class teacher in a ZEP area with one HSA: €3,340 net/month.

**Source:** website of the ministry in charge of national Education, October 2009

The increase in civil servants' salary effective as of 1<sup>st</sup> October 2008 by virtue of decree no. 2008-1016 of 2 October 2008, published in J.O. no. 231 of 3 October 2008, results in the modification, on the same date, of the allowance rates, the amount of which is indexed on the point value in the civil service.

#### **8.2.11.1.2. Family benefits for primary and secondary education teachers**

As with other civil servants, teachers receive family benefits paid by the State, among which\*:

- **Back-to-school allowance:** €280.76 for 6 to 10 year-old children, €296.22 for 11 to 14 year-old children and €306.51 for 15 to 18 year-old children.
- **Family allowances:** monthly family benefits paid, after the second child, to anyone residing in France with a dependent child residing in France. Monthly rates vary depending on the number of children and their age. Amount valid until 31/12/2009: €123.92 for two children, €282.70 for three children, €441.48 for four children and €158.78 per additional child. As well



as family allowances, there is an extra allowance for children aged 11 to 16, amounting to €34.86 per child and €61.96 per child over 16. There is also a "family allowance package" for 20 year-old children under certain conditions: €76.08.

- **Child-rearing allowance:** rate varies from €276.08 to €552.11 (no income restrictions) depending on whether it is a reduced activity or total suspension of the parent's economic activity.
- **Parental presence allowance:** As of 1<sup>st</sup> May 2006, the daily parental presence allowance (AJPP) replaces the parental presence allowance. This allowance is given to parent temporarily suspending their work who have a seriously ill, disabled or injured dependent child. This entitlement is open per 6-month periods, renewable up to 3 years. The AJPP amounts to €41.17 for beneficiaries living as a couple and €48.92 for single parents.
- **Single parent allowance:** €583.30 per month for a pregnant woman with no child and €194.60 for each dependent child.
- **Family aid for the employment of a certified child minder (3 to 6 year-old child):** €74.51 (minimum amount), €89.92 (median amount) and €113.74 (maximum amount)

\* All amounts are published as of 1 January 2009

## 8.2.11.2. Remuneration of higher education teachers

Teachers in tertiary education are paid a base salary, to which various allowances can be added.

### 8.2.11.2.1. Basic salary for higher education teachers

#### Career advancement

2009 salary (monthly)	Lecturers (MCF)*	University professors (PR)
start of career	€2,092	€3,022
2 years' experience	€2,354	€3,382
highest level of normal class (MCF) or second class (PR)	€3,782	€4,437
end of career	€4,437	€6,082

*Data provided by the ministry in charge of higher Education, last updated in 2009*

- See also 8.2.2.

Teacher-researchers' salaries progress as their career evolves and they advance from one class to another, with each class containing multiple levels. Advancement from one class to the next is by choice. Whereas advancement from one level to the next occurs automatically by seniority, with the exception of the exceptional class. Seniority-based bonuses may be granted to lecturers and university professors in the process of a transfer.

### 8.2.11.2.2. Additional allowances and remunerations for higher education teachers

In addition to their basic salaries, teachers in tertiary education receive:

- **A research and higher education bonus**, given to all teacher-researchers working in higher education institutions. Amount: €1,229 for the 2009-2010 academic year.
- They may also receive the following bonuses:
  - A scientific excellence bonus, which replaces the bonus to support doctoral studies and research, which can be granted for a renewable period of four years by the presidents or directors of public higher education and research institutions to the personnel whose scientific activity is deemed excellent by the evaluation bodies to which they report, as well as personnel involved in a doctoral supervision activity. This bonus can also be granted to personnel who have been awarded a national or international scientific honour by a research organisation.
  - An administration bonus if the teacher-researcher performs the functions of a president or director of a higher education institution, director of IUT, institute or school within a university, or if he/she is in charge of administrative functions for the ministry.
  - An administrative expenses bonus, if the teacher-researcher performs administrative duties or a temporary assignment defined by the institution. This bonus amounts to €2,000
  - An educational responsibilities bonus, if the teacher performs specific educational duties other than his/her service obligations. The list of educational responsibilities covered by this bonus, the list of beneficiaries and the amount of the bonus are determined every year by the head of the institution after consultation with the board of directors, within the limitation of an allowance allocated for this purpose by the minister for higher education. The amount of this bonus varies depending on the nature of the duties performed (€485 to €3,877)

Teacher-researchers may also receive funds for teaching complementary courses in addition to their mandatory course load.

The rates are as follows:

- One-hour lecture: €60.86
- One hour of guided classes: €40.58
- One hour of guided classes: €27.05

Other sources of additional income include research-related work, copyright, consulting and expertise.

These figures are valid for the 2009-2010 academic year.

#### **8.2.11.2.3. Family benefits for higher education teachers**

See 8.2.11.1.3.

## 8.2.12. Working Time and Holidays

### Statutory provisions relative to the State civil service

#### 8.2.12.1. Working Time and Holidays - Primary education teachers

The work of primary education teachers is organised into 24 weekly teaching hours for all pupils and 3 weekly hours on average, i.e. 108 annual hours, provided under the responsibility of the national education inspector in charge of the constituency to which the teachers concerned are posted.

The 108 annual service hours break down as follows:

- 60 hours dedicated to personalised support or work in restricted groups, notably in pre-school, for pupils experiencing learning difficulties and to the corresponding organisation time; when these sixty hours cannot be fully devoted to personalised support or work in restricted groups, they must be devoted to reinforcing the continuing vocational education of the teachers when they are not with the pupils; the organisation time corresponding with personalised support makes it possible to identify the pupils experiencing difficulties and determine the support procedures for the beneficiaries;
- 24 hours dedicated to:
  - work in pedagogical teams (activities within the school's teacher councils and cycle teacher councils);
  - relationships with the parents;
  - the development and monitoring of personalised projects for the integration of disabled pupils.
- 18 hours dedicated to educational coordination and training;
- 6 hours dedicated to participation in compulsory school councils: the school council and the school teacher council which meet at least once per term.

First-level teachers may work part time, either by teaching half of the required teaching hours per week, or by working two half-days compared with a full-time schedule.

Since their primary activity is teaching, teachers' holidays coincide with school holiday periods (see section 4.9.. Exceptions are made for participation in exam panels.

Teachers receive their base salary and additional forms of income (overtime pay, allowances) throughout the entire school year, even during holiday periods.

However, during the period from the start of the summer holiday (currently starting the first week of July) to the end of the summer holiday, they receive only their base salary.

#### 8.2.12.2. Working Time and Holidays - Secondary education teachers

Decree no. 50-581 of 25 May 1950 stipulates the maximum amount of weekly teaching hours of secondary education teaching staff without additional remuneration, i.e.:

- 15 hours for *agrégé* teachers;
- 18 hours for certified teachers.

The maximum number of working hours can be modified in certain cases: it can be lowered when there are large numbers of students per class or when teaching certain classes; it can be raised, however, when there are few students per class.

Teachers may be required to teach an additional hour per week in the interest of educational service. In that case, they receive financial compensation for the extra hour. Second-level teachers also participate in various councils and meetings centred on student monitoring and evaluation. These meetings have not been quantified by law.

They may also place a request, which is renewed on an annual basis, to work half-time or part-time (more than half-time).

### **8.2.12.3. Working Time and Holidays - Higher Education Teachers**

Half of the teacher-researchers' standard working time is made up of teaching services determined in relation to standard annual time equal to 128 class hours, or 192 hours of guided studies or practical classes or any equivalent combination in initial, continuing or distance education; the other half is made up of research activities. The service of a teacher-researcher can be adjusted, subject to his/her approval, so as to include a number of teaching hours less or greater than 128 hours of class, or 192 hours of guided studies. This service adjustment cannot however result in a teaching service of less than 42 hours of lectures or 164 hours of guided studies or practical classes. It must also leave each teacher-researcher with significant time for his/her research activities.

Teacher-researchers, like all State civil servants, have the same holiday time, as described in Article 34 of Law no.84-16 of 11 January 1984, including annual holidays, maternity leave, adoption leave, etc.

## **8.2.13. Promotion, advancement**

### **8.2.13.1. Primary and secondary education teachers**

Like all civil servants, teachers belong to categories. There are now six different categories of teaching personnel: *professeurs des écoles*, certified teachers, physical education and sport teachers, vocational *lycée* teachers, agrégé secondary education teachers and chair professors.

Career advancement within a category consists of advancing in level and, when applicable, grade. Each level corresponds with a certain number of index points, the value of the index point being recalculated regularly for all civil servants.

With the exception of the chair professor category, which has only one grade, all these categories have two grades: normal class and exceptional (*hors classe*) class.

In the normal class, which comprises eleven levels, the rate of advancement to the next level varies depending on the special status of each category.

The overall mark awarded each year to secondary education teachers (see 8.2.9.2.) measures their professional

aptitude and determines the rate applicable to their level advancement: fast-track career promotion through advancement by choice or slower promotion by seniority.

The fastest advancement (*grand choix*) only concerns 30% of the personnel eligible for promotion, who reach the eleventh level after 20 years of service. The slowest advancement, based on seniority, leads to the final level in 30 years.

Since 1989, all categories of secondary education teachers have been allowed to advance to a new grade, the *hors-classe* (exceptional class), which was previously restricted to *professeurs agrégés*. There is now only one rate of advancement for *hors-classe agrégé* teachers, whereas previously there

were two. This measure makes it possible to reduce the exceptional class career from 17 to 14 years. Previously, it took 14 years to advance from the first to the last level by choice (30% of the personnel eligible for promotion) and 17 years by seniority (70% of the personnel eligible).

Access to *hors-classe* is possible for all teachers who have reached at least the seventh level of the normal class. The "*hors-classe*" currently has six levels. Advancement from one level to the next is therefore by seniority only.

Since 1995, teachers in sensitive areas have received special advantages in terms of career and transfers.

The LOLF has replaced the system of jobs budgeted by category and grade with a ceiling of jobs per ministry. The LOLF has also changed the way teachers rise in grade, previously based on an annually determined pyramid system and on statutes setting an upper limit on the number of teachers per grade (set at a percentage of the number of positions budgeted per category). Advancing to the next grade will now be based on ratios of "promoted candidates/promotable candidates" set for each category, on an annual or biennial basis.

In addition to advancing within their category, teachers can also change categories through internal exams or through the aptitude list. While external recruitment exams are open to students, internal exams, which became widespread in 1989, are open only to civil servants and non-permanent teachers. The number of positions available through internal exams account for 30% of the total number of positions available through recruitment exams. Thus, *instituteurs* with a *licence* and teaching assistants can register to take the internal *CAPES*.

The list of aptitude for access to a teaching category constitutes another recruitment option, which is not based on selection tests but solely on the examination of applications. Personnel aged 40 with ten years teaching service, five of which as permanent teachers and, when required, holding the qualifications stipulated in the special statuses, can register on a list of aptitude for a secondary education teaching category distinct from their own recruitment category, within the limit of a quota of appointments equivalent to one ninth or one seventh of the permanent appointments made the previous year.

Teaching personnel may also join two categories of inspectors through recruitment exams or by registering on the aptitude list: national education inspectors for *instituteurs*, *professeurs des écoles* and *professeurs certifiés*; regional educational inspectors for second-level *professeurs agrégés*. They may also become the head of a teaching institution (or assistant director in a second-level institution) by taking the management personnel exam.

In addition, after teaching for three years, *instituteurs* and *professeurs des écoles* can register on the aptitude list for the director's position in pre-school, primary school, or *école de perfectionnement* (development school). School directors are not a specific category of civil servants. They actually belong to the category of *professeurs des écoles* and are appointed to the position. They are in charge of the school's organisation and operation and handle relations with the local authorities, parents, economic actors and cultural and athletic associations.

Teachers wishing to change careers can also request to work in other ministries or local administrations, or in research organisations under the ministry's authority.

Finally, two decrees (no. 2005-959 and 2005-960 of 9 August 2005), implementing article 77 of the law no. 2003-775 of 21 August 2003 on pension reform, set up the procedure for second careers for teachers. According to the decrees, teachers with at least 15 years of service may ask to be assigned to State administrations, local administrations, and public administrative establishment. The duration of the assignment is set at one year, during which the assignee receives job adaptation training. Following this period, and if the person so desires, the host administration can decide on immediate integration, reintegration into the previous position, or renewal of the one-year assignment in the same position or a new position.

### 8.2.13.2. Promotion and advancement of higher education teachers

University professors and lecturers can advance to higher levels and classes. Advancement to a higher level for lecturers, first-class professors and second-class professors occurs by seniority.

University professors advance from the second to the first class, either after consultation with the relevant section of the national Council of universities or after consultation with the institution's board of directors, based on the number of available positions in the institution, all disciplines combined.

For lecturers, advancement from normal category to "*hors-classe*" takes place by choice, according to the following procedures: after consultation with the relevant section of the national Council of universities or after consultation with the institution's board of directors, based on the number of available positions in the institution, all disciplines combined.

Lecturers are also eligible to become university professors by taking a special recruitment exam. The exam is open to those with ten years of service in an institution of higher education, five of which with the status of lecturer.

### 8.2.14. Transfers

#### 8.2.14.1. Transfers of primary and secondary education teachers

##### **Procedures for transfers in primary education: transfers between and within départements**

##### **1) Transfers between départements: job exchanges and transfers for primary education teachers**

The possibility to transfer from one *département* to another is available to *instituteurs* and *professeurs des écoles* for personal reasons or to allow them to be closer to their spouse. It is also used to distribute first-level teachers throughout the country based on the capacity of each *département* and the needs in the candidate's *département* of origin.

Transfers are decided by the *inspecteur d'académie*, as the director of national education services at the *département* level, on advisement of the *département's* joint administrative committee. For transfers to other *départements*, the *inspecteur d'académie* of the *département* to receive the new teacher must verify that the *inspecteur d'académie* of the candidate's *département* of origin authorised the transfer.

When teachers want to change *départements*, they must file an on-line request with their *inspecteur d'académie* during the last quarter of the year preceding the desired transfer and indicating the *département* to which they wish to transfer. The requests are processed through an automated system by the central administration.

At the national level, inter-*département* movements take place in two phases, through job exchanges and transfers, and the results are communicated simultaneously in March. Once the results of the national computerised distribution are received, an adjustment phase is organised by the *inspecteurs d'académie* in accordance with inbound-outbound procedure.

##### **2) Transfers within a département**

The possibility to transfer to another area in the same *département* is available to *instituteurs* and *professeurs des écoles* at their convenience, depending on the number of positions open or likely to come open. There are two steps in the process: permanent transfer and temporary transfer. Teachers who are not given a permanent position at the end of the permanent transfer period may give a temporary assignment in one of the positions left available.

Teachers who meet one of the following conditions are required to participate in the intra-*département* distribution process: teachers just completing their initial training, *instituteurs* and *professeurs des écoles* given a temporary assignment for the year in progress, teachers who wish to begin working again after a secondment period or being placed on "availability" (for example), teachers affected by a *mesure de carte scolaire* (their position has been eliminated or modified, so they are obligated to request a transfer), and teachers from other *départements* who were authorised to transfer to the *département* in question.

In addition, *instituteurs* and *professeurs des écoles* who would like to transfer to another area within the *département* can also participate in the distribution process.

These transfers are made based on a *département* scale set by the *académie* inspectors after consulting with the joint organisations.

### **Procedures for transfers in secondary education**

At the second-level level, the national distribution process for teaching and guidance personnel is decentralised and performed on a yearly basis. The process involves:

- **An inter-*académie* phase:** for personnel who are waiting for their first assignment, want to move to another *académie*, or wish to begin working again in the secondary school system in an *académie* other than their *académie* of origin. The Minister of personnel in each *académie* consults with the national joint organisations before making nominations.
- **An intra-*académie* phase:** for personnel recently assigned to an *académie* following the inter-*académie* phase and who wish to be assigned to another part of the *académie*. The *recteur* consults with the *académie*'s joint organisations before assigning personnel to positions in secondary schools or in replacement areas.

Some positions must be processed at the national level due to the level of excellence or rarity of skills required: positions in preparatory classes for *grandes écoles*, *BTS* in certain specialisations, etc. Choices for these positions are made at the national level at the same time as the inter-*académie* distribution process.

In both phases, personnel must file their requests through a special on-line application located on the *académie* web sites. The requests are processed through an automated system (at the national level for the inter-*académie* phase; at the *académie* level for the intra-*académie* phase), which ranks the transfer requests based on a scale. This takes the following factors into account: administrative status (years of service, seniority in the position, assignment), individual situation (trainee or permanent staff, medical issue, etc.) and family situation (desire to move closer to spouse, single custody of children, etc.).

Processing the requests by computer using this scale (which is used as an indication only) is a fair and efficient way to handle the 35,000 annual transfer requests during the inter-*académie* phase and 73,000 annual requests during the intra-*académie* phase, and to transmit the distribution plan to the competent joint organisations.

## **Principles governing transfers in secondary education**

Personnel assignments and transfers carried out as part of the distribution process must guarantee the efficiency, continuity and equality of access to national education, for the benefit of all pupils and their families. The main objective is to ensure that the teaching institutions operate smoothly and meet the needs of the pupils for permanent teaching staff.

At the national level (inter-*académie* phase), this process leads to an even distribution of teaching personnel between the various *académies*, with respect to the needs previously estimated for each discipline and given the budget assigned to each *académie*.

At the *académie* level (intra-*académie* phase), this process is aimed at covering teaching personnel needs as much as possible with permanent staff, including positions and institutions that are less attractive due to geographic isolation, conditions, etc.

Every year, there are a significant number of teachers who choose to work abroad. In most cases, they are given "secondment" status with the Ministry of Foreign Affairs, the Agency for French education abroad, or a school (first or second-level, or tertiary), and are paid by that organisation. During this period, they remain eligible for advancement and continue benefiting from retirement rights, on the condition that they selected the French civil servant pension scheme.

They may also request to be assigned to a European school, at which point they are temporarily transferred to the school for a nine-year period.

Other possibilities within the Ministry of National Education, Higher Education and Research, or elsewhere, are offered to teachers who wish to work in a different setting or in an area other than teaching.

### **8.2.14.2. Transfer of higher education teachers**

There is no specific procedure for transferring teacher-researchers because they can only be transferred at their own request. These procedures are the strict responsibility of universities. Thus, transfer requests are communicated to the university's scientific council, which issues an opinion on each application. These applications are then examined by a selection committee and submitted to the university's board of directors. Transfers are validated by an order from the university president.

### **8.2.15. Dismissal**

The conditions for dismissal are the same for teachers at all levels of the education system.

Permanent teachers are rarely dismissed from their position. A civil servant can be permanently dismissed for a number of reasons. The initiative can come from either the civil servant or the Administration. They can be taken in the interest of the service as a whole, as a career decision, or for disciplinary reasons. Article 24 of Title I of the general statute describes four scenarios in which a teacher may cease working: retirement, resignation (accepted), redundancy and revocation. It also mentions the loss of French nationality, loss of civil rights, court ban from public employment, and non-reintegration after a period of "availability". Articles 51, 68 and 69 of Title II of the general statute make certain specifications about these cases, as does Decree no.85-986 of 16 September 1985 (which cancelled and replaced Decree no. 59-309 of 14 February 1959).

Outside of these cases, the Administration has no legal grounds for dismissing civil servants. In the event the Administration illegally dismisses off civil servants, they can be reinstated to a position of the same grade, have their career re-established, and receive damages for loss of income and hardships



incurred. Indemnities may be refused if the reinstatement is due to an irregular procedure. Law no. 84-16 of 11 January 1984 on statutory measures related to employment as a State civil servant

Law no. 84-16 of 11 January 1984 on statutory measures related to employment as a State civil servant

*(JO Laws and Decrees of 12 January 1984, page 271)*

- **Art. 69.** "With the exception of those who willingly leave their position of employment, and the cases cited in Articles 51 and 70, civil servants can be dismissed only in compliance with legal measures aimed at eliminating excess positions, which provide for the affected parties to either be reassigned or financially compensated."
- **Article 51 (on availability)** "Civil servants placed on 'availability' are those who are assigned outside of their administration or division of origin, and no longer benefit from retirement or promotion rights." Civil servants may be placed on 'availability' by request or automatically on the expiration of the leaves of absence detailed in parts 2, 3, and 4 of Article 34. Civil servants placed on 'availability' who refuse three successive reintegration proposals may be dismissed, on the decision of the joint administrative committee."
- **Article 70** "Civil servants may be dismissed for professional reasons in application of the appropriate disciplinary procedure. Civil servants dismissed for professional reasons are not eligible to receive an indemnity under the conditions established by decree."

## 8.2.16. Retirement and Pensions

Teachers benefit from the same retirement system as all civil servants, which was modified by Law no.2003-775 of 21 August 2003 and its application decrees.

Teachers are eligible to receive a retirement pension starting at 60 years of age. The rate of the pension depends on the number of years worked: the maximum is 75% of the salary at the last index level held by the teacher for at least six months. This maximum rate was obtained after 40 years (in 2009), with each annuity accumulating an additional 1.92% of the rate used as the basis for calculating the amount of the pension ( $40 \times 1.92\%$ ).

Category A teachers can if they so choose continue working up to age 65: this is especially the case for those who reach age 60 without yet accumulating the 40 years of service necessary in order to receive the full rate. Furthermore, the Law of 21 August 2003 on retirement made it possible to continue working past age 65 when the number of years worked has not yet reached 40, for a maximum of 10 quarters.

*Instituteurs*, who are in Category B, have a different regime: retirement at 55, prolongation possible up to 60.

Private retirement organisations are responsible for managing the pensions of lecturers.

Teacher-researchers can request to continue working up until 31 August when they reach the age limit over the course of the school year. University professors can request to be kept on in redundancy until 31 August after their 68<sup>th</sup> birthday.

## 8.3. School Administrative and/or Management Staff

As State representatives under the authority of the *recteur* and *inspecteur d'académie*, director of national Education departmental services, management staff are responsible for implementing in local public education institutions (EPLEs) the values and major guidelines of the national policy defined by the minister in charge of national Education.

As part of their mission statement, management staff enforce the pedagogical and educational policy of their institution with a view to ensuring pupils' academic success and improving the overall performance of the education system by involving all the members of the education community in this process. Management staff are recruited by examination, secondment or from a list of aptitude.

The training of these managers is crucial in preparing them for complex duties which will become more diversified in a general context of growing EPLE autonomy and increasing responsibilities of the management staff.

The initial training of management staff, regardless of how they were recruited, is organised based on alternation and individualistic principles. This two-year process includes a managerial traineeship carried out in the place of employment and training sessions outside the institution of 70 to 80 days spread over the two traineeship years. A tutor is allocated to each trainee during his/her individual training course. The same tutor can monitor several trainees.

### 8.3.1. Requirements for Appointment as a School Head

#### 8.3.1.1. Primary education

There is one general condition for becoming a school director: two years experience as an *instituteur* or *professeur des écoles* in a pre-elementary or elementary school. Registration requests are made at the *inspection académique*, under the authority of the district's IEN (national education inspector), who renders a decision on the application. The applications are submitted to a *département* interview committee (or several committees depending on the *départements*), composed of the *inspecteur d'académie* or his representative, a national education inspector and a school director.

The committee gives its opinion after reviewing the applications and interviewing the candidates. Article 7 of Decree no.89-122 of 24 February 1989 states that candidates who have already registered are excused from the interview portion of the process for three years after the first registration. Candidates to become school directors for a one-year period and candidates registered on the aptitude list in another *département* are also excused from doing the interview.

The aptitude list is established by *département* on a yearly basis. It concerns both pre-elementary and elementary school. Candidates already registered but not appointed must renew their application each year. *Professeurs des écoles* (or *instituteurs*) who are registered on the *département's* aptitude list and authorised to transfer to another *département* may request to be registered on the new *département's* aptitude list (depending on when the results are transmitted).

The following people can be appointed as school directors:

- Current school directors,
- Teachers registered on the aptitude list,
- Directors working in another *département*, once they have transferred,
- Teachers who have worked at least 3 years in a management position during their career.

Article 5 of Decree no.89-122 of 24 February 1989 established a specific training programme for management personnel in schools. This mandatory training programme is organised at *département* level and is given during the school year. Part is given prior to the nomination (3 weeks, and part over the course of the first year as a member of the management staff (2 weeks).

The programme touches on:

- Knowledge of primary school programmes and official texts dealing with the programmes;
- Knowledge of the administration of a school system, how the school operates, and the structures around it;
- School relations and information, relations with the school's partners, and leading the teaching team's work;
- Administration of communes and their impact on schools

The training placement in the municipal administration can be carried out over several consecutive or non consecutive days.

See also section 2.6.4.1.1. on the functions and roles of the school director

### 8.3.1.2. Secondary education

In *collèges* or *lycées*, management staff (*proviseur*, principal, deputy, administrator-accountant) are recruited from teachers, educational, guidance, inspection or administrative personnel, by competitive examination or from a list of suitable candidates:

- The "supervising" manager assists the head of the institution in material and financial management issues (maintenance of the premises, catering, food and accommodation organisation etc.). They are in charge of all administrative staff, workers and service personnel. They can perform the function of accountant;
- The accountant is responsible for the overall accounts of the institution. They are in charge of collecting receipts and payment of expenses.

The **head of a second-level teaching institution** has many responsibilities. With the help of an assistant director, the head of the establishment:

- **Represents the State**, under the authority of the *recteur* and the IA-DSDEN (*inspecteur d'académie* – director of national education services at the *département* level), and maintains a consistent *académie* policy, which is the expression of national policy, as well as the educational actions set forth in the establishment's mission statement;
- **Is responsible for the establishment's pedagogical and educational policy**. To this end, the school director is in charge of developing the establishment's mission statement, chairs the various school councils, organises teaching programmes (creation of classes and schedules, distribution of resources and services, monitoring of pupil support programmes), regulates pupil evaluation methods (working with the inspection bodies, organising exams), and establishes educational and guidance policies encouraging the success and expression of all pupils, ensuring successful post-secondary integration and organising medical and social services.
- **Is responsible for HR management**: defines the organisational system for all personnel, manages personnel planning, monitors and assists new personnel, helps develop the personnel training plan, recognises initiatives and success, and maintains an open channel of communication with school personnel representatives.
- **Runs the establishment**: defines the objectives for the school and its employees, analyses school operations for accounting and reporting purposes, plans the budget and Rules of Procedure, maintains order and ensures the safety of the pupils, personnel and facilities,

organises elections and chairs the various councils, oversees staff needs, and prepares the annual global assessment.

- **Develops partnerships outside the school** and thus participates in networks of establishments created to consider issues such as pupil guidance programmes, changes to the range of courses available, sharing innovations, and continuing education for adults. The school director also handles contacts with the local administration to keep the school running and properly maintained and to modernise security, and maintains an open channel of communication with the parents, other State administrations, and the school's economic, social, cultural and athletic partners.

Becoming a school director (or assistant director) is a two-step process:

- Candidates must **submit an application**, including administrative information, career history, a cover letter listing the extent and variety of their experience, and a letter of recommendation from a superior.
- The **recruitment exam** consists of a presentation before a panel followed by an interview, the purpose of which are to evaluate the candidate's professional skills and knowledge (candidates must review a case study on the implementation of educational policy in a teaching establishment) and get a sense of the candidate's motivation, aptitude and communication skills. The exam takes place in three phases: Preparation: 2 hrs; presentation: 15 minutes; interview: 45 minutes. The exam takes place in the first quarter of the year in progress. Enrolment deadlines are generally between early October and mid-November of the previous year.

Selected candidates are removed from their current category for a two-year period, during which they are assigned to an [académie](#) and appointed as assistant school directors by the [recteur](#), with the status of management personnel-in-training. During this time, they participate in an alternating training programme, aimed at developing the skills they will need in their new profession. The programme mainly focuses on the educational, pedagogical, administrative, legal and financial fields, as well as the organisation of the school system and human resources management.

All candidates are given a private instructor to help them design and evaluate their training programme, building on the skills they have already acquired.

If the *recteur* esteems that they have successfully completed their training programme, the candidates are certified to become school directors.

Certain categories of personnel have access to management positions through secondment:

- Inspection bodies, university professors and lecturers
- Teachers and guidance counsellors with at least 10 years of service
- Administrative personnel and other civil servants in State or local administrations or the public institutions under their authority, and officials with at least 10 years of service in Category A.

In addition, a summary of conclusions on the situation of management staff, jointly signed by the ministry in charge of national Education and the trade unions, the provisions of which must be implemented over a three-year period, applies to the performance of duties, training, working time, professional recognition and educational safety. It is followed by the "E.P.L.E steering practices Charter" (Note of 24 January 2007, B.O. no. 8 of 22 February 2007).

Aimed at clarifying the links between the institutions, State services and the authority to which they are attached, while respecting the autonomy of the EPLEs, the "EPLE steering practices Charter" is based on the following principles:

- Refocus the EPLE on teaching and education tasks;
- Simplify and secure the administrative operation of the EPLE;
- Gradually set up genuine operational administrative centres in EPLEs;
- Contribute to the quality of the relationships between the EPLE and the authority to which it is attached and its environment;

- Improve communication and consultation.

Management staff are responsible, in this capacity, for the organisation of their work. In this respect, the head of the institution organises the service for themselves and their deputy, i.e.:

- The annual working time is divided into days;
- Management staff benefit from 20 days reduction in working time as well as holiday time provided in amended decree no. 84-972 of 26 October 1984 relative to the annual holiday of public civil servants, i.e. 25 days plus two so-called staggered days;
- The weekly working time cannot exceed 44 hours on average over a 12-week period or 48 hours per week;
- Maximum daily working amplitude is limited to 11 hours;
- Management staff working time cannot exceed 10 half-days per week.

See also sections 2.6.4.2. and 2.6.4.2.2.

### 8.3.1.3. Higher education

Within higher education institutions, management functions are the responsibility of the president of the institution, the vice-presidents, the general secretary and the accountant.

#### **The president**

University presidents are elected by majority vote of the elected members of the board of governors among teacher-researchers, directors, university professors or lecturers, associate or visiting professors or any other equivalent personnel, without nationality restrictions.

They are given a four-year term of office, which expires upon completion of the term of office of the elected representatives of the board of directors and can be renewed once.

Their responsibilities are to:

- represent the university with respect to third parties and the law;
- create partnerships and conventions;
- oversee the university's income and expenses;
- they have authority over the entire university staff;
- chair the board of governors, prepare and execute their decisions. They prepare and implement the multi-year institution contract. They also chair the scientific council and council of university studies and life; they receive their proposals and opinions;
- subject to statutory provisions relative to the first posting of personnel recruited by national higher education *agrégation* examination, no posting can be made if the president expresses a justified unfavourable opinion;
- allocate administrative, technical, blue-collar, social and healthcare personnel to the different university services;
- appoint the different juries;
- maintain order, which can involve calling upon law enforcement authorities under the conditions determined by decree in the Council of State;
- guarantee security within the institution and follow the recommendations of the health and safety committee to ensure the safety of the personnel and users of the premises;
- perform, on behalf of the university, management and administration tasks which are not allocated to another authority by law or regulation;
- ensure that classes and buildings are accessible to disabled students and university personnel;

- they are relieved of their teaching obligations. Should they deem it necessary, they can benefit from partial teaching relief, in order to retain all or part of their teaching service by virtue of the provisions of article 7 of decree no. 84-431 of 6 June 1984 (teacher-researcher status).

As a decentralised authority, the responsibilities of university presidents are as follows:

Article L.951-3 of the Code of Education states that the Minister of Higher Education may delegate by Ministerial Order to university presidents, under the terms established by the State Council, all or part of his powers of recruitment and management of permanent staff, trainees, and non-permanent staff in higher education.

Decree no. 2009-460 of 23 April 2009 amending decree no. 93-1335 of 20 December 1993 relative to the decentralisation of certain management operations concerning university professors, lecturers, higher education assistants and teacher-researchers equivalent to university professors and lecturers, with a view to decentralising most actions relating to the career of teacher-researchers (see 8-2-4-3 on higher education)

**The general secretary (art L953-2 of the education code):**

- Is appointed by the minister in charge of higher education further to the proposal of the head or president of the institution,
- Is responsible for managing the institution under the authority of the president or head of the institution,
- Participates, with a consultative vote, in the administrative board and other administrative bodies of the institution.

The persons in charge of accounting management for higher education institutions are the authorising officer and the accountant.

**The authorising officer**

There are different categories of authorising officers, i.e.:

- Principal authorising officer: the president or head of the institution,
- Secondary authorising officers by right: the heads of medical, pharmacy and dental UFRs and the heads of schools and institutes integrated into universities (art. 33 of the law of 26 January 1984),
- Designated authorising officers: the persons in charge of the common units and services can be designated as secondary authorising officers by the principal authorising officer for the execution of their own budget.

The authorising officer draws up the provisional budget of the institution, completed by a provisional management budget, presenting forecast expenses according to their purpose, in compliance with the duties and actions of the ministerial programmes to which the institution is attached within the framework of the Organic Law on Finances ([LOLF](#), see 2.6.1.). He executes the budget voted by the board of governors.

**The accountant**

They are appointed:

- Further to the proposal of the president, by joint order of the minister in charge of higher Education and the minister in charge of the budget,
- From a list of candidates suitable for the function of accountant in a public institution of a scientific, cultural and professional nature, including university supervisors, APASUs, school and university administration councillors (CASU) and civil servants belonging to category A of the decentralised Treasury services.

While exercising public accountant prerogatives (only in this case), the accountant is autonomous with regard to the head of the institution as well as the authority by which they were appointed.

Further to the proposal of the principal authorising officer, secondary accountants may be instituted.

The **accountant** has the required qualifications and duties of public accountant.

They can also be appointed head of the financial services of the institution by the president.

***In the capacity as public accountant***, they are responsible for:

- Collecting receipts,
- The payment of expenses,
- The conservation of the funds and securities of the institution,
- Handling funds and account activities,
- The conservation of supporting documents,
- Book-keeping,
- The preparation of financial statements,
- The continual inventory of the fixed assets (personal and real assets) of the institution.

The accountant can exercise the functions of head of the accounting services of the institution. The accounting personnel are under their responsibility. In this capacity, the accountant answers directly to the president or head of the institution.

**In the capacity as advisor to the authorising officer**, book-keeping and accounting analyses are essential tools in the decision-making process of the persons in charge of the institution. The accountant is therefore a natural advisor to the authorising officer. They participate, with a consultative vote, in administrative board and various bodies. Their opinion is requested by the authorising officer for the investment of the available funds of the institution.

**When appointed head of the financial services**, the accountant participates in the drafting of the budget and financial statements. They can be entrusted with the co-ordination of the financial services by the authorising officer. In this capacity, they are not entitled to sign any document on behalf of the authorising officer and is theoretically under the authority of the secretary general.

### 8.3.2. Conditions of Service

For information on the service conditions of the management personnel, please refer to the previous paragraphs.

## 8.4. Staff involved in Monitoring Educational Quality

The quality of primary and secondary education teaching is controlled and evaluated by inspectors. According to the organic Law on finance laws (LOLF), inspectors "contribute to the steering of the education system and help the education system achieve quantitative and qualitative objectives determined by the minister and the national representation". Circular no. 2009-064 of 19-5-2009 specifies, within this context, the tasks of the inspection services, abrogating the previous circular of 17 June 2005. In this new circular, the notions of "evaluation" and "steering by evaluation" are highlighted, as is the role of the academy *recteurs*, who can impose "priority missions" upon the inspectors, in addition to the quantitative and qualitative objectives aimed at improving teaching quality and school results.

There are different inspection functions.

### **IENs (national education inspectors)**

IENs work in various fields: first-level education, information and guidance, general and technical education (for certain categories of *collège* teachers).

First-level IENs are usually assigned to a primary school district. They carry out inspections and evaluate teachers, organise continuing training programmes and education days, perform a significant number of administrative tasks, and give their opinion on teacher nominations and promotions.

IEN-IOs (national education inspectors-information and guidance) are technical consultants to the *inspecteur d'académie* on matters of guidance. They are in charge of implementing guidance policy and organising guidance services at the *département* level.

IEN-ETs (national education inspectors-technical education) carry out inspections of professional classes in secondary schools. Their inspections are broken down by discipline: economy and management, industrial sciences and techniques, biological sciences, and applied social sciences.

### **IA-IPRs (academy inspectors - regional educational inspectors)**

IA-IPRs are assigned to a particular *académie* and are part of a team of inspectors under the authority of the *recteur*. They act as consultants to the *recteur* on matters related to their discipline. They also assist in analysing and improving the operation of the education system at the *académie* level and help organise tests and exams.

In general secondary schools and general and technical *lycées*, they carry out inspections, evaluations, and provide help and assistance to teachers, with special attention to beginners.

It is interesting to note that *professeurs agrégés* are no longer inspected, but "visited".

*Principal of collèges* and *proviseurs of lycées* are responsible for performing administrative evaluations of their teachers.

## **8.4.1. Requirements for Appointment as an Inspector**

### **IENs (National Education Inspectors)**

IENs are recruited via a competitive exam, list of aptitude or secondment.

- The exam is open, for each discipline specialisation, to teachers, orientation or management personnel with at least 5 years experience. Applicants must have a *licence* or equivalent degree. The applicants selected based on a motivation dossier must pass an oral admission test.

- A list of aptitude is established every year for each specialisation. Primary or secondary education teachers, education or orientation personnel or managers of education institutions with ten years effective service in this capacity and aged at least forty can feature on this list.

- Secondment to the IEN category is open to managers of education institutions belonging to the 1<sup>st</sup> or *hors-classe* category with five years effective service in this category; 2<sup>nd</sup> category university professors, lecturers, 1<sup>st</sup> category assistant professors, chair professors and *agrégé* teachers.

For their training, IENs have had to undergo an institutional positioning training session since 2009, organised by the *École supérieure de l'Éducation nationale* (ESEN) in Poitiers as soon as they pass the exam. They become trainees with responsibilities in an academy from 1<sup>st</sup> September and continue



their professional training for one year. The placement period is organised based on training modules (management, steering of the education system etc.), work placements in an administration and/or in a public service *grande école*, and in a company. A European module including a seminar followed by a study trip to a European country is also proposed.

#### **IA-IPRs (academy inspectors - regional educational inspectors)**

IA-IPRs are recruited by a competitive exam, list of aptitude or secondment.

- The following permanent civil servants can apply for the exam: 2<sup>nd</sup> category university professors, lecturers, 1<sup>st</sup> category assistant professors, chair professors, *agrégé* teachers, 1<sup>st</sup> category and *hors-classe* management personnel from education or training institutions, and national education inspectors who have completed, as of 1<sup>st</sup> January of the exam year, five years effective full-time service or equivalent in teaching, training, management, inspection or supervision functions.
- A list of aptitude is established for each specialisation. *Hors-classe* national education inspectors (IEN) with ten years effective service in this capacity and who have occupied, as permanent IEN, the functions corresponding with their category in at least two postings, can feature on this list.
- Secondment to the IA-IPR category is notably open to 2<sup>nd</sup> category university professors; 1<sup>st</sup> category lecturers and assistant professors; chair professors and *agrégé* teachers.

Training conditions are the same as those of IENs (see above).

### **8.4.2. Conditions of Service**

The net remuneration of IENs and IA-IPRs for 2009-2010 is as follows:

<b>Net salary/year</b>	<b>Start of career</b>	<b>Top level</b>
Standard class IEN	€32,739	€36,054
<i>Hors-classe</i> IEN*	€23,668	€44,434
Standard class IA- IPR	€36,054	€44,343
<i>Hors-classe</i> IA – IPR*	€40,567	€48,717

\* Access to the *hors-classe* category is available to IENs who have reached the 7<sup>th</sup> level of the standard class and have performed tasks relating to their category in at least two postings or functions for a sufficient period in the capacity of permanent IEN. Access to the *hors-classe* category is available to IA-IPRs who have reached the 6<sup>th</sup> level of the standard class and with six years effective service performed as a permanent member of the category.

Source: [website of the Ministry of national Education](#), updated in April 2009

## 8.5. Educational Staff responsible for Support and Guidance

### Education counsellors

Education counsellors are teachers trained to train teachers. They must have a CAFIPEMF (certificate of aptitude to perform the functions of instituteur and [professeur des écoles](#) and train teachers) and divide their time between teaching (3/4 of the time) and consulting.

In secondary schools, education counsellors provide guidance to teachers still in training. They can either invite teachers-in-training to sit in on one of their classes to observe or give feedback to trainees teaching their own class (6 hours per week).

The role of education counsellors is to guide future teachers in managing their own classes and in their discipline, and to guide them in their reflections on the profession.

Volunteer teachers are recruited by regional education inspectors for temporary missions. These candidates continue teaching during their recruitment. They are given a number of training courses and informational meetings.

### Education assistants

The law no. 2003-400 of 30 April 2003 created the position "education assistant" to gradually replace both the positions counsellors who work to ensure that pupils have the tools to succeed both in and out of school (MI-SE) and *aides-éducateurs*, created in 1997 in the context of "youth employment" and whose contracts came to an end in June 2003. Education assistants are recruited directly by the school directors and are given public contracts for a maximum of three years, renewable once.

The law states that education assistants provide assistance at schools, in particular guiding and monitoring pupils, providing for the needs of handicapped pupils and helping them get integrated – including after school hours. They can be temporarily transferred to local administrations to assist with educational, cultural and athletic activities to be organised at the schools. The modifications introduced by the decree of 4 April 2008 give education assistants the possibility of participating, beyond the educational, sporting, social or cultural activities already stipulated, in artistic activities outside teaching hours.

Homework and lesson aid has also been added to the list of functions open to education assistants, enabling them to intervene as part of the educational support process.

### Pedagogical assistants

In order to reinforce the support of pupils experiencing difficulties, pedagogical assistants have been recruited to work in sensitive institutions or institutions located in difficult areas, notably the "ambition success" network grouping together *collèges* and primary schools associated with them (see 10.5. point 3).

Circular no. 2008-108 of 21 August 2008 put an end to the obligation to recruit part-time pedagogical assistants. Now pedagogical assistants can be recruited full-time. Consequently, the maximum number of hours which can be allocated to pedagogical assistants as part of their preparation time has been set at 200 hours for a full-time position, instead of the previous 100 hours for a part-time position. Pedagogical assistants are no longer recruited to exclusively perform support functions for the educational team, as they can now assume pedagogical assistant duties during part of their working hours and, for example, perform surveillance and/or homework aid duties during the other part. While the strict separation between education assistant and pedagogical assistant duties is becoming

blurred, certain recruitment and employment conditions specific to pedagogical assistants remain. Pedagogical assistants are still required to have a qualification validating at least two years' studies after the *baccalauréat* (or at least an equivalent level qualification or diploma) and their work, which includes all the duties that can be entrusted to them, is still spread over a period of thirty six weeks at the most.

## **Guidance personnel**

**Guidance counsellor-psychologists and directors of information and guidance centres.** These personnel are not appointed to schools even if they work there, but to information and guidance centres (CIO). They provide information to pupils and their families, and help pupils develop and realise their educational and professional goals. They are recruited by exam after obtaining a *licence* in psychology and trained for two years in one of four training centres for guidance counsellor-psychologists.

## **DAVLs académie delegates for lycée affairs)**

Memorandum no. 2005-124 of 26-7-2005 establishes the conditions for implementing the main measures set forth in the framework and programme law for the future of school of 24-4-2005. Since the start of the 2005/2006 school year, each *recteur* is required to appoint a DAVL. The DAVL is the key contact for *lycée* pupils with the *recteur* of the *académie*. DAVLs are also available to assist *lycée* pupils and members of the education community to develop projects specifically oriented towards *lycée* affairs. DAVLs have the following responsibilities:

- Chairing meetings of the *académie* council for *lycée* affairs,
- Providing communication on *académie* policy regarding *lycée* affairs,
- Acting as a liaison between the different organisations involved in *lycée* affairs: the CAVL (*académie* council for *lycée* affairs) and CVL (council of delegates for *lycée* affairs),
- Assisting with the management and use of funds for *lycée* affairs, in particular to finance projects initiated by *lycée* pupils.

DAVLs are required to travel back and forth between the various schools within the *académie*. The DNVL (national delegate for *lycée* affairs) is responsible for organising the national network of DAVLs.

## **Social and healthcare personnel**

National education nurses are mostly posted to secondary education institutions and can cover, within a given area of intervention, the secondary education schools and institutions that do not have a resident nurse. The task of the nursing personnel, under the authority of the head of the institution, is to promote and implement the healthcare policy for all enrolled pupils. National education nurses have the required State diploma for nurses and have passed a specific competitive examination to work in the national education sector.

National Education doctors are in charge of individual and collective prevention and health promotion initiatives. These initiatives are carried out for all pupils, whether in primary schools, *collèges* or *lycées*. National education doctors have the required qualifications and diplomas to practice medicine in France and have passed a specific competitive examination to work in the national education sector.

Welfare officers help young people in school deal with the problems they face in everyday life, whether or not these problems are school-related. They intervene in public secondary education institutions on behalf of pupils and their families, carrying out numerous tasks:

- Examine the educational and family situation of the pupils experiencing difficulties,
- Inform them of their rights,

- Guide them towards the relevant services for help,
- Support them in their efforts,
- Play a mediation role.

They also advise institutions on social issues and participate in collective prevention initiatives. They have the required State diploma for welfare officers and are subject to professional confidentiality.

Loi n° 2003-400

## 8.6. Other Educational Staff or Staff working with Schools

Other functions, within secondary and higher education institutions, are performed by personnel belonging to various categories.

### **Administrative branch**

Personnel from the administrative branch perform steering and management functions, mainly in the financial and accounting, asset management, human resources and schooling domains. They are divided into three categories: A (national education and higher education administration attachés, school and university administration councillors), B (school and university administration secretaries) and C (administrative assistants).

### **Library branch**

The library branch includes the scientific staff working in libraries, custodians and chief custodians and document support staff, librarians (cat. A), library assistants (cat. B) and warehouse keepers (cat. C).

These personnel are in charge of managing, organising and operating university libraries, managing and enhancing collections, receiving and training the public, notably in the use of information and communication techniques to service document research.

### **Workers branch**

The TOS personnel (technicians, blue-collar workers and service employees) of the workers branch, most of whom belong to category C, are currently under the responsibility of territorial authorities, regions for *lycées* and *départements* for *collèges*. Only 2,000 staff from this branch are still under the authority of the State and perform similar logistical functions within the academic and central administration services.

They perform the following functions in EPLEs: reception and security, day-to-day upkeep and cleaning, management and maintenance of technical facilities.

### **EPLE laboratory branch**

The laboratory branch consists of category B technicians and category C technical assistants who help the teaching personnel of scientific and technical disciplines prepare their tutorials, maintain educational equipment and manage supplies and special products.

### **Technical research and training branch**

In universities and other higher education institutions, the functions designed to support education and research are performed by the staff from the engineer and technical research and training personnel branch (ITRF).

This branch includes, for category A, research engineers, design engineers and assistant engineers, for category B, research and training technicians and for category C, technical assistants.

It is organised into eight branches of professional activities (BAP) corresponding with major areas of activity (life sciences, scientific instrumentation etc.) or major action domains (logistics, administration and steering etc.).

## 8.7. Statistics

### National education and Higher education personnel, January 2009 (metropolitan France + Overseas *départements*)

	Teachers	Other personnel	Total
Primary education	321,739	1,848	323,587
Average age	40.1	50.8	40.2
% of women	81.3	45.7	81.1
% of part-time	11.7	1.2	11.6
Secondary education	393,860	60,681	454,541
Average age	43.1	47.3	43.6
% of women	57.5	71.2	59.3
% of part-time	10.1	11.2	10.2
Higher education and IUFM	62,141	46,445	108,586
Average age	45.5	43.3	44.6
% of women	37.1	60.9	47.3
% of part-time	1.9	13.5	6.9

Source: [Repères et références statistiques \(2009 edition\)](#)

### Private sector teachers, January 2009 (metropolitan France and Overseas *départements*)

	Total	% women
Primary education	46,140	90.9
Secondary education	95,521	65.7

Source: *Repères et références statistiques* (2009 edition)

### Teaching personnel in public primary and secondary education: structure by age

Teachers in public primary and secondary education are on average 41.8 years old. One in eight is under 30 while two out of eight are 50 or over.

The 335,600 *professeurs des écoles* are young teachers, on average 39.4 years old, and the difference between women's average age (38.8) and men's (42.1) is more than three years. The age pyramid clearly reveals the significance of the female personnel (80.4%) and the proportion of 28-39 year olds who represent 43.6% of the women and 34.2% of the men. There are proportionally many more 49 to 53 year-old men: they represent 22% of the total male personnel compared with only 13% of the total female personnel. The numbers dwindle in the over-55 category (5.4% of the women and 7.7% of the men).

In January 2009, out of 231 300 certified (secondary education) teachers, the average age of men is 42.8, one year older than the average age of women. 45% of the male or female personnel is aged 30 to 43, and nearly 20% is aged 53 to 59. The 54,500 *agrégé* teachers are, on average, 43.9 years old, i.e. 44.5 for men and 43.4 for women. With 49.6% of women, the age pyramid is almost symmetrical, with two outgrowths.

More than one in three teachers is aged 34 to 44; this applies to both men and women. 17.4% of the men and 16.2% of the women are in the 55 to 59 age category.

Source: *Repères et références statistiques* (2009 edition)

### Continuing education of public primary and secondary education teachers in 2006-2007

In 2006, continuing education actions represented a total of 1,604,500 trainee days (707,600 for primary education and 896,900 for secondary education for a total of 582,600 trained personnel (157,500 in primary education and 425,100 in secondary education)).

In primary education, most trainees (54%) are trained for a period of less than 3 days, for a volume of 18% of trainee days and 47% of the modules completed.

Similarly, for secondary education, trainees are mostly trained for a period of less than 3 days (84 %) for a volume of 85% of the modules completed and 58% of the trainee days.

The cost of continuing education for the 2006-2007 year amounted to €36 million, of which €25 million was for secondary education. Most expenditures relate to travel and subsistence expenses (57.6%) followed by operating expenses (27.2%).

Source: *Repères et références statistiques* (2009 edition)

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## 9. Evaluation of education institutions and the education system

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The evaluation of the state of the French education system is supported, on the one hand, by the work carried out by the DEPP (Assessment, Prospects and Performance Directorate) of the Ministry for national Education, and on the other hand, by the activity of general inspection authorities of the national Education (IGEN) and of national education and research administration inspection (IGAENR) or, in the case of higher education, of the Research and Higher Education Assessment Agency which, in 2007, resumed the activities of the National Assessment Committee (CNE, for the assessment of higher education institutions).

### Evaluation of the French education system

#### 9.1. Historical Overview

The progressive implementation, throughout the 19<sup>th</sup> century, of a national education system, resulted in the setting up of a structured administration designed to steer, monitor and assess the system:

- On a centralised level: creation of the "Imperial University" in 1806 by Emperor Napoleon 1<sup>st</sup>, a body gathering all French teachers under the authority of a "Grand Master" appointed by the Emperor; then, in 1824, under the restored monarchy, creation of an "Ecclesiastical and Public Instruction Affairs" ministry, which became "Public Instruction" ministry and finally, in 1932, the national Education ministry.
- On a regional level: Napoleon 1<sup>st</sup> split the national territory into *académies*, appointing to the head of each of these a *recteur*, assisted by several *inspecteurs d'académie*, who would later become heads of national Education services in départements (principal administrative division of France, until the Law of 2 March 1982 relative to the rights and freedoms of communes, départements and regions, which set out the principle of the transformation of the region into a local government).

Furthermore, inspection authorities were set up to monitor individuals more so than structures: thus, general inspectors monitored universities, *lycées*, *collèges*, boarding schools and private institutions, primarily to exercise moral, political and religious surveillance – whereas in primary schools, the teacher was answerable to the mayor and the priest until the establishment of primary inspectors, in compliance with the Guizot Law of 1833.

With the setting up of a real public national Education service through the great laws of the 1880s, the role of primary and secondary school inspectors changed to an exclusively pedagogical control, complete with advice and support.

However, the implementation of a real assessment, scientifically based, of the efficiency of the education system, notably through pupils' acquired knowledge and results, only took place one hundred years later.

Several pupils' evaluations had been carried out in the late 1970s and early 1980s by the statistics and surveys departments of the ministry in charge of national Education. In 1986, the minister for national Education set up the DEP (Evaluation and Planning Department) which became the DEPP (Performance, Evaluation and Planning Department) in 2006, assigned to two major tasks: carrying

out surveys giving a better knowledge of the education system, and designing tools likely to help educational institutions develop their self-assessment practices.

The framework Law on education of 10 July 1989 confirmed the role of assessment. The pedagogical autonomy of educational institutions was reinforced: educational policy was still defined on a national level but schools, *collèges* and *lycées* devised an educational institution project "defining specific methods for the implementation of national objectives and programmes. It is subject to assessment". This project was supposed to be evaluated. This principle was reaffirmed by the framework and programme Law for the future of school of 23-4-2005, which in its article 34, states that, from now on, the project of the school or educational institution must specify the methods to assess the results obtained by pupils.

The framework Law on education of 10-7-1989 also specified a new orientation for the two general inspection authorities: the IGEN (national education inspection) and the IGAEN (national education administration inspection), which became the IGAENR (national education and research administration inspection) in 1999, carry out, in collaboration with the relevant administrative departments, departmental, regional and national assessments, passed on to the presidents and secretaries of the committees responsible for the Parliament's cultural affairs" (article 25). The IGEN must assess the way the education system operates and the IGAENR its results and efficiency. This evolution resulted in a series of IGEN-IGAENR joint teaching assessments in the various *académies*. The task of the two general inspection authorities is to keep the minister for national Education informed on the way the *académies* operate. The general trend is to delegate this educational institution assessment function to *recteur d'académies*.

Unlike the quality-based approach of general inspectors, the DEPP, within the ministry for national Education, conducts quantity-based surveys of the system, educational institutions and pupils. The DEPP considers that the educational institution is the fundamental element of the education system, that its assessment is relevant and that it must be capable of self-assessment.

To this effect, the DEP designed indicators for the guidance of secondary (IPES) and primary (InPEC) educational institutions, respectively in 1994 and 1997. Based on data provided by the educational institutions themselves, these indicators have made it possible to establish a comparison between various educational institutions on local, departmental, regional and national levels.

Taking into account the assessment approach as a tool to develop the institution from within, finally resulted in the setting up in 2000 of the *Haut Conseil de l'évaluation de l'école* (Upper Council for school assessment, decree no. 2000-1060 of 27 October 2000) whose functions were confirmed following the application of the framework and programme Law for the future of school of 23-4-2005 by the *Haut Conseil de l'Education* (Upper Council for Education, see also 2.7.2.1.).

## 9.2. Ongoing Debates and Future Developments

The work programme of general inspection services (IGEN and IGAENR) defines the monitoring priorities of the education system for the ongoing school and academic year.

For 2009-2010, these priorities relate, on the one hand, to the support of educational reforms and control of their application and, on the other, the development of thematic studies which will give rise to reports communicated to the ministries of national Education and higher Education and Research.

For the support of ongoing reforms, general inspection services are required to focus on the implementation of:

- the reform of primary education (see 3.2. and 4.2.);
- the renovation of the vocational curriculum (see 5.2.);



- the reform relating to new university competences as defined by the law of 10 August 2007 (see 6.3.);

For thematic studies, inspection services must carry out studies on the following themes:

- for school education:

- observation and evaluation of all personalised pupil aid and support in primary school, *collège* and *lycée*;
- pupil assessment practices;
- textbooks in the digital era;
- the continuing education of teachers;

- for higher education and research:

- university food services;
- measures likely to promote the development and simplification of in-company assessment and advice services provided by researchers and teacher-researchers;
- creation and development of research and higher education hubs;
- post-internship development procedures in medical disciplines;
- new challenges for short, post-*baccalauréat* vocational courses.

Mission statement from the minister of national Education and minister of higher Education and Research to the dean of IGEN and the head of the IGAENR service, 4 September 2009.

## 9.3. Administrative and legislative framework

### 9.3.1. Administrative and legislative framework of assessments on regional, provincial and local levels

Assessment on a regional level comes under territorial inspection authorities.

Their activity is placed, within each of the thirty *académies*, under the authority of the *recteur*, in collaboration with a general inspector appointed by the minister for three years as a correspondent (non resident) of the general inspection services for the *académie*.

Two territorial inspection authorities, focusing on education, replaced the various existing inspector categories by decree no. 90-675 of 18 July 1990, recruited via a competitive examination (for three quarters of the staff) and list of aptitude, amongst teaching and management staff. These two authorities are:

- The regional pedagogical inspectors-*inspecteur d'académie* (IA-IPR);
- The *inspecteur de l'Education nationale* (IEN). This body includes the inspectors in charge of a primary school constituency (IEN CCPD), the inspectors covering the sectors of vocational teaching and apprenticeship (technical teaching inspectors: (IEN-ET) and general teaching inspectors: (IEN-EG), information and guidance inspectors (IEN-IO). See also Chapter 8.4..

The division of inspection authorities complies with the principle of sector separation: IA-IPRs cover the sector of general and technological teaching in *lycées* and *collèges*, IENs cover the other sectors, that of primary schools, vocational teaching and apprenticeship, AIS (school adaptation and admission) and guidance. IA-IPRs are authorised to inspect management personnel, directors of CIOs

(Information and Guidance Centres), teachers, including *professeurs agrégés* (associate professors) and CPGE teachers (preparatory classes for *grandes écoles*); they can be assigned to the position of *inspecteur d'académie* - director of national Education departmental services (IA-DSDEN). IENs can be advisors to IA-DSDENs.

### 9.3.2. Administrative and legislative framework of assessment on national or EC levels

As with all centralised State administrations in France, the ministry for national Education has a general inspection authority with an administrative responsibility. However, in light of the specific nature of national Education tasks, there are also inspection authorities with a focus on education.

Within the scope of the framework Law on education of 10/7/1989, these tasks have been reassigned within a more general and assessment-based approach, and inspection authorities themselves remodelled to take these new tasks into consideration. The framework and programme law for the future of school of 23-4-2005 does not repeal any of the provisions related to inspection authorities.

#### Framework law on education

#### 9.3.2.1. Administrative and legislative framework of assessment on national or EC levels. School education (primary and secondary).

##### **IGEN (National Education General Inspection Services)**

The decree no. 89-833 of 9/11/1989 specifies its status and tasks.

The members of this department are recruited from active teachers holding a State *doctorate* or *agrégation*. Their names are put forward to the minister for national Education via a committee made up of seven members from general inspection services, seven directors of the central administration of the ministry for national Education and seven University teachers. They are appointed by decree during Cabinet sessions.

The members of the national Education general inspection services (IGEN) answer directly to the minister.

The activity of the body is headed by the dean of the general inspection services, appointed for a renewable duration of five years by the minister for national Education. General inspectors are placed in permanent and specialised groups, with a dean in each of these groups appointed for a renewable duration of two years by the minister.

There are currently 14 of these groups, 12 of them corresponding to teaching subjects: Biology-Geology, Economics-management, Physical Education, Art Education, History and Geography, Modern languages, Literature, Mathematics, Philosophy, Physics and Chemistry, Social Sciences and Industrial Science and Technique. There is a specific group for primary education and one for educational institutions and school life.

Circular no. 2009-064 of 19-5-2009 stipulates, on this basis, the tasks of inspection services.

##### **National Education and Research Administration Inspection (IGAENR)**

IGAENR status is established by modified decree no. 65-299 of 14 April 1965. The IGAENR evaluates the results of the performance of the education system as well as its efficiency. Comprising

approximately one hundred senior civil servants, this inspectorate body represents a diversity and wealth of experience guaranteeing the success of the tasks directly entrusted to them by the ministers.

This body includes 2nd class and 1st class inspectors.

2<sup>nd</sup> class inspectors are selected among civil administrators, general secretaries of universities, *académies* or EPSTs, the general secretaries of school and university administrations, CROUS directors and sometimes other civil servants belonging to category A.

1<sup>st</sup> class inspectors are appointed on the following basis:

- Two out of five are promoted from the 2<sup>nd</sup> class;
- Two out of five are selected from general directors, directors, deputies, assistant directors and heads of central administration services, *recteurs* and senior civil servants;
- One out of five is appointed by the government.

A general inspector, appointed by order of the minister for national Education for a renewable duration of five years, occupies the functions of head of inspection services. He manages the department, monitors and co-ordinates activities and centralises the outcome of all the work. In accordance with article 25 of the framework Law of 10/7/1989, the IGAENR issues an annual general report, made up of a selection of the major themes tackled and expressing recommendations. This report is published.

#### **Assessment, Prospects and Performance directorate (DEPP);**

This department defines and implements the education system assessment programme and helps to assess the policies of the ministry. It is responsible for designing and managing the statistical information system of the ministry and is accountable for the state of the training, education and research system via surveys carried out on its own or in partnership with general inspection services, other departments, decentralised services, national or international external authorities and research teams. The DEPP devises, among other things, short and medium-term evolution projections and scenarios of the education system.

It also conducts, in collaboration with the relevant research bodies, long-term planning work, notably on the relationships between education and employment, and designs and provides tools to help in the assessment, management and decision-making processes (of indicators). It manages in particular an evaluation and performance "reserve of tools" from the last year of pre-school to the *seconde* class.

Finally, the DEPP designs and manages a database and publication system guaranteeing the broadcasting of its body of work to all relevant users.

(for more information see 9.4.2.2.1.).

#### **9.3.2.2. Administrative and legislative framework of assessment on national or EC levels. Higher education**

Evaluation is at the heart of research and higher education activities. This is why the Agency for research and higher education evaluation (AERES) was created, comprising 25 French and foreign members, recognised for the quality of their scientific contribution. Its legal framework was defined by the programme law of 18 April 2006 (art 9), introducing into the research code articles L. 114-3-1 to L. 114-3-7. These articles mostly define the mission of the AERES (L.114-3-1 and L. 114-3-5) as well as the tasks and composition of its council (L.114-3-3).

The AERES is an independent administrative authority. Its implementation is the opportunity to abolish several existing evaluation authorities: the national evaluation committee (CNE), the national research

evaluation committee (CNER) and the scientific, technological and pedagogical mission (MSTP) of the ministry in charge of research and higher education.

The agency evaluates but does not make any decisions. For example, the decisions regarding the acknowledgement of research units and the funding of their activities, the decisions regarding the authorisation to award national qualifications or the drafting process of contracts with the institutions remain the full responsibility of the State and persons in charge of the institutions.

The AERES comprises three sections respectively responsible for the evaluation of:

- Institutions and personnel evaluation procedures;
- Research units;
- Courses and qualifications.

### Research program's law

## 9.4. Evaluation of Schools/Institutions

The evaluation of education institutions was gradually implemented in France from the mid-1980s.

Through the publication each year of *lycée* result indicators, the national Education ministry intends to give an account of the results of the national education public service and provide the heads of these educational institutions as well as teachers with the tools to help them improve the efficiency of their work. A system including a broader range of indicators (IPES process – Indicators for the steering of secondary education institutions) was implemented by the DEPP in 1994.

There is no unique definition of what could be called "good results" for a *lycée*. Consequently, the ministry has decided on two principles for the publishing of these indicators:

- Provide complementary points of view on the results of the *lycées*;
- Propose a relative assessment of the contribution of these institutions, taking into account the characteristics of their pupils; this is the notion of the added value of the institution.

The ministry has decided to present three indicators offering different and complementary approaches to the results of the *lycées*. These three indicators are published for all public *lycées* and private *lycées* under contract:

- **baccalauréat success rate:** This is the most traditional, well known and easiest to establish indicator. It compares the number of *lycée* pupils who pass the *baccalauréat* with those taking the examination.
- **baccalauréat access rate:** This indicator evaluates, for a pupil in the first or second year of a vocational *baccalauréat*, the likelihood of obtaining the *baccalauréat* following a curriculum entirely spent in the *lycée*, regardless of the number of years necessary. This indicator takes into account the entire curriculum in the *lycée* and credits this *lycée* with the pupils likely to successfully follow their entire education curriculum, even if this curriculum includes one or several repeated classes. Conversely, pupils who had to leave the *lycée*, either because this *lycée* did not offer the required section or because the institution recommended they enrol in a section of another *lycée* or simply because they moved, are considered by the indicator as pupils that the *lycée* was unable or unwilling to lead to the *baccalauréat*. Thus, the access rate appears much more relevant than the *baccalauréat* success rate to appreciate the overall efficiency of a *lycée*. However, this rate can vary depending on factors that the *lycée* can barely or not at all control, which therefore do not fall within the scope of its efficiency. Thus, a *lycée* offering all sections of the *baccalauréat* which is relatively isolated is, all other things being equal, more likely to retain its pupils until the *terminale* class (and until they obtain the

*baccalauréat*) than a *lycée* where numerous pupils leave in the middle of a cycle because they cannot find the section they wish or because it is located in an area affected by competition with other institutions. These elements have resulted in the provision by the ministry of **the access rate from the première class to the *baccalauréat*, which makes it possible to moderate the relative appreciation of *lycées* proposing a limited range of *baccalauréat* sections after the seconde class.**

- **Proportion of *baccalauréat* holders among pupils leaving the *lycée*.** This indicator shows the proportion of pupils who have left with a *baccalauréat* out of those who have left the institution for whatever reason. It compares the total number of pupils definitively leaving the institution (including *baccalauréat* holders) with the number of those leaving with a *baccalauréat*, whether they obtained the qualification first time round or following one or several repeated attempts. When this indicator only relates to the terminale class, it makes it possible to assess whether or not a *lycée* is willing to retain the pupils who do not pass the *baccalauréat* after their first year in terminale class, and to evaluate the efficiency of the repeat policy implemented by this institution.

In addition, the scope of application of the *Haut Conseil de l'Education* (see 2.7.2.1.) covers the issues of the assessment of the acquired knowledge of pupils as well as the assessment of the performance of educational institutions or educational practices. It can encompass all levels of the education system, including higher education, or even continuing education for adults.

Finally, the mission of the AERES is to evaluate:

- Research institutions and higher education institutions;
- The activities carried out by the research units of these institutions;
- Higher education courses and qualifications;
- The procedures for the evaluation of research institution personnel.

## 9.4.1. Internal evaluation

This section sets out self-assessment principles for each educational level in the following sections.

### 9.4.1.1. Internal evaluation of school institutions

At the end of each school year, the school council carries out the assessment of the educational institution's operations, via the assessment of the "school project" (see 2.6.4.2.). The school council gathers the *head teacher*, teachers and representatives of the parents. The school project aims at defining the specific method for implementing national pedagogical objectives, taking into consideration the socio-economic and local environment. It also specifies the concrete methods for implementing cycles, the specific projects to be organised depending on pupils' requirements, extra-curricular activities etc.

Concerning secondary education, this is practically the same process as for primary education: the board carries out the assessment of the application of the *school project*.

In addition, there is a set of indicators for the guidance of secondary schools (IPES) enabling all general and technological educational institutions -*collèges*, *lycées*, vocational *lycées* – to measure their specific characteristics and the context within which they are situated, and to compare themselves with the other institutions in their *académie* as well as the entire territory. These analyses help define the pedagogical and educational project that the institutions must devise and carry out in order to enhance the development and success of their pupils. The acquisition of these internal assessment tools has continued to develop within the education system, even if their use is not yet

widespread. Awareness programmes conducted by inspection authorities at a local level, as well as initial and continuing education projects implemented by education structures have largely contributed to this development.

Finally, the "contract of objectives" (see 2.6.4.2.1.) between each [EPLE](#) and the academic authority defining the objectives to be met by the institution, is subject to internal evaluation each year. Each year, the head of the institution issues a report, based notably on the work carried out by the pedagogical council, on the running of the institution and its material operational conditions. This report gives an account of the implementation of the institution's project, the tests carried out by the institution and the contract of objectives. It is sent to the academic authority.

#### **9.4.1.2. Internal evaluation for higher education**

Since 1989, each higher education institution is required to carry out a self-assessment of its strengths and weaknesses, which constitutes a preliminary phase in the negotiation relative to the definition of the four-year contract signed between the State and the educational institution.

For more than 20 years, the contractual policy has been placed at the heart of the dialogue between the State and higher education institutions. It enables these institutions to assert their identity while complying with a consistent national policy. In addition, the contractual policy has supported the implementation of the main reforms in the higher education system over the last few years.

The following issues are decided upon via these contracts:

- The educational institutions' authorisation to deliver national diplomas;
- The acknowledgment of research teams and doctoral schools;
- The distribution of part of the resources allocated to educational institutions.

In conjunction with the principles of the Bologna Process, the contractual policy with universities and other higher education institutions has, since 2004, focused primarily on the reinforcement of internal evaluation processes. To help the institutions achieve this internal evaluation, a "Book of references" prepared by a joint CNE (the functions of which have been performed by the AERES) and IGAENR task force, in conjunction with the Conference of University Presidents (CPU), was published in November 2003. In total, 10 reference systems, 63 references and 302 criteria constitute the bulk of the Book of references.

The purpose of this book is to encourage the institutions that use it to examine their practices and results, based on a critical assessment of their use of each of the criteria, which are the foundation of the diagnostic and internal evaluation. Therefore this follows a demonstration logic, as the arguments put forward by the institution to demonstrate the level of "satisfaction" of the criteria are the expected responses: description of the processes, indicators to appraise the results, positions in terms of improvement. The support information must be objective, measurable and verifiable.

It should be pointed out that the list of criteria is neither binding nor exhaustive. An institution may decide that one of the criteria is not suitable and explain why, or even introduce additional criteria to enhance its demonstration.

The law no. 2007-1199 of 10 August 2007 on the liberties and responsibilities of universities stipulates that the board of directors is responsible for approving the annual report (assessment and institution project) presented by the president of the university.

#### **9.4.2. External evaluation**

#### 9.4.2.1. External evaluation on regional, provincial and local levels

Academic correspondents of national Education general inspection services set up, within the *académie*, the permanent duties and annual work schedule of the inspection authority. They determine, along with the *recteur d'académie*, the work schedule of inspection authorities with pedagogical responsibility as well as their contribution to general inspection services in the accomplishment of their tasks.

Three main tasks have been set out for the academic correspondents of national Education general inspection services: personnel motivation, assessment and inspection.

Their motivation role consists of the implementation of the educational policy created by the minister for national Education. In this capacity, they participate in personnel recruitment and training as well as the organisation of examinations, while working toward teachers' initial and continuing training.

National Education inspectors can be in charge of a primary education constituency.

Their assessment activity applies to the running of schools but also to specific aspects of the general education policy.

#### 9.4.2.2. External evaluation on national and EC levels

At the highest level of the system, the general inspection services play a crucial part in devising *school programmes* (for more information on programmes see 5.14.1.) and also fulfil the more general function of advisor to the minister.

##### **9.4.2.2.1. External evaluation at national or European level. Primary and secondary education**

The external assessment, on national and EC levels, of educational institutions, is part of the function of three major assessment bodies – IGEN, IGAENR and DEPP.

**IGEN has three major duties** (see also 9.3.2.1.), concerning the entire education system with the exception of higher education:

- Participating in the assessment of inspection, management, teaching, educational and guidance personnel while taking part in their training and recruitment (participation in examination panels) as well as the monitoring of their activity.
- Partaking in the overall assessment of the education system, as specified by the framework Law of 10/7/1989. This assessment applies to school institutions, training types, teaching content, programmes, pedagogical methods, resources involved and school results. As well as these permanent duties, specific work guidelines are set each year by the minister. National Education general inspection services also make known innovative practices, particularly in pedagogical terms, included in an annual, published report on the state of education.
- Providing the minister for national Education with advice and proposals, within the scope of its jurisdiction.

**The duties of the IGAENR authority** (see also 9.3.2.1.) are control, assessment and advice. They apply to administrative, financial, accounting and economic sectors, to personnel, central and academic services, public education institutions and all authorities depending on or benefiting from the support of the ministry for national Education, including higher education. The IGAENR conducts assessments, according to an annual work schedule established by the minister, on priority national themes. It also carries out local and regional assessments.



The duties of the **DEPP** (see also 9.3.2.1.) can be summed up as:

- Awareness: in charge of designing and managing the statistical information system, from pre-school to higher education and over the entire public and private research field.
- Assessment: it designs and implements the assessment procedure of the education system via work carried out in terms of pupils' acquired knowledge, public policies, understanding of the system and stakeholders' action. The DEPP takes part in European or international projects designed to compare the performance and operating methods of the different education systems.
- Planning: it prepares projections and scenarios on the short, medium and long-term evolution of the education system.
- Reporting: on the condition of the training, education and research system through data collected and the publication of the results of its survey, assessment and planning work.
- Support: by providing all education system stakeholders with tools designed to help in the guidance and decision-making process, notably indicators, to help them define their policy, monitor its implementation and measure its results. With its publications and guidance and decision-making tools, it intends to improve the professional practices of the different stakeholders.

The **objectives** of the DEPP are as follows:

- Helping assess the policies carried out by the ministry. It is responsible for designing and managing the statistical information system of the ministry;
- Reporting on the condition of the training, education and research system through surveys conducted solely or in collaboration with general inspection services, other departments, decentralised services, national or international external authorities and research teams;
- Mapping out projections and scenarios relating to the evolution of the education system in the short and medium term;
- Carrying out, in collaboration with the relevant research organisations, long-term prospective work, in particular on the education – employment combination;
- Conceiving and providing users with tools to help in the assessment, guidance and decision-making process;
- Creating and managing a database and publication system ensuring the diffusion of its body of work to all interested parties.

The assessment of educational institutions has developed with the continued annual publication of performance indicators for *lycées* and research work on the running of *collèges*. Higher education indicators have been mapped out. Others are being considered with regard to research activities.

In addition, the DEPP is in close contact with all the other departments or services of the national Education ministry, notably with both general inspection services concerning assessments.

Each year, this department comes up with a work schedule proposal which, presided over by the minister's private secretary, is checked against the departments' requirements and results in an annual work schedule.

Furthermore, extensive information – both internal on the various stakeholders and units of the system and external on French society and particularly the media – is also part of the department's mission. Therefore, it has devised a publication system presenting data, analysis and summaries regarding the education system. In an effort to distribute the publications to as many people as possible and facilitate access, almost all these publications can be consulted freely and downloaded on the website of the ministry in charge of national Education ([www.education.gouv.fr](http://www.education.gouv.fr)):

The major publications currently on line are:

- *Notes d'Information* (Information Notes),
- *Repères et références statistiques* (Facts and statistical references),
- *L'état de l'Ecole* (The State of Education),



- *L'état de l'Enseignement supérieur et de la recherche* (The State of Higher Education and Research),
- *Géographie de l'Ecole* (Geography of Education),
- *Education & formations* (Education & training) magazine,
- *Regards sur le système éducatif français* (Overview of the French education system)
- Dossiers,
- *L'Education nationale en chiffres* (Figures on national Education),
- *Filles et garçons à l'école, sur le chemin de l'égalité* (Girls and boys at school, on the way to equality),
- Definition of national Education terms and statistical indicators

#### **9.4.2.2.2. External evaluation at national or European level. Higher education**

The AERES (see also 9.3.2.2.) was designed to provide the French research and higher education system with the tool required within an international and European context marked by the importance of research evaluation issues. The French Agency has been created to deal as equal partners with its most prestigious counterparts, in this environment. It must therefore enable the French research system to play a leading role in the progressive implementation of a European policy in terms of evaluation.

The agency is notably responsible for the evaluation of research institutions and organisations, higher education and research institutions, scientific cooperation institutions and foundations as well as the national research Agency, taking into account all their missions and activities. The evaluations are based on the choice of recognised experts at national, European or international level, and common evaluation methods for each type of evaluation carried out. The quality of the evaluation is also based on procedures, the respect of which guarantees objectivity.

The conclusions of the evaluations are taken into consideration in the policy of the institutions and their contractual relationships with the State.

Furthermore, a national teacher training evaluation Committee was created, under the authority of the ministers in charge of national education and higher education. The national teacher training evaluation Committee is made up of twenty members appointed for their competence. It includes teacher-researchers, primary and secondary education teachers, members of the inspectorate services of the ministry in charge of national education, managers representing the ministry of national education within the *académies* and other French and foreign qualified personalities.

The members of the national teacher training evaluation Committee are appointed for three years, renewable once, by joint order of the ministers in charge of national education and higher education.

The national teacher training evaluation Committee audits the training plans established by the institutions as part of the contractual policy.

In this respect:

- it assesses the quality and coherence of the proposal with regard to the provisions defined by teacher training specifications (see 8.1.4.1.), by the national implementation instructions and the guidelines of the educational policy implemented within the *académie*;
- it evaluates the quality of the partnerships developed with other institutions as well as with the academic authorities.

The Committee sets out evaluation procedures by taking into account the recommendations made by the Agency for research and higher education evaluation (AERES). It can use the resources of the general inspectorate of the national education system and the general inspectorate of the administration of national education and research. The national teacher training evaluation Committee

gives an opinion and recommendations, issued to universities and the ministers in charge of national education and higher education.

#### **9.4.2.2.3. External evaluation of private technical higher education institutions and institutions under the authority of a Chamber of Commerce**

The policy of the national Education ministry is to promote a quality education offer, monitored within the framework of a periodic assessment system, and to ensure its comprehension and consistence in a national and international context. This system is based on the setting up of specialist assessment committees.

#### **The *Commission des titres d'ingénieurs* (CTI)**

It carries out a systematic and assessment of engineering courses. This committee, founded in 1934, is made up of 32 highly qualified members, representing higher education and the corporate sector. 80% of the courses assessed by the CTI are authorised for six years, the maximum period of authorisation to conduct research.

#### **Evaluation Committee and vocational master's diploma**

Pursuant to article 15 of the order of 25 April 2002 relative to the national master's diploma, engineering schools (the qualification awarded being automatically a Master's) can, in addition to their traditional courses resulting in the acquisition of the engineering diploma, set up new curriculum promoting their competence at master's level, making it possible to meet new objectives.

Within this framework, the primary objective of the master's offer of engineering schools is to develop the international appeal of educational institutions by welcoming more foreign students, for whom these diplomas are specifically designed.

The quality of the national assessment, while respecting the specific characteristics of engineering schools, is ensured by the assessment committee, made up of twenty qualified French or foreign individuals, selected for their pedagogical, scientific or industrial skills, within the domain of engineering courses. It includes members from the relevant higher education institutions as well as individuals from the economic world.

The committee assesses the relevance of the projects with regard to the national or international economic, social and cultural environment, and expected benefits. More specifically, it assesses the quality of potentially implemented countrywide partnerships as well as that of the proposed pedagogical innovations. The committee benefits from the scientific and technical expertise of the training teams, ensured by the MSTP (Scientific, technical and pedagogical mission), whose functions have been taken back by the AERES.

#### **"HELPER" committee for the assessment of management courses and diplomas**

This committee, set up in April 2001 in partnership with the ministry of Industry, carried out a systematic and periodic assessment of the courses. It regulates the system while encouraging educational institutions to strongly commit to progress. It is made up of 16 members from the University and school world and the corporate sector.

During the assessment of these courses, closer attention is paid to the evaluation of the scientific production in the science of school management.

## 9.5. Evaluation of the Education System

Different organisations take part in the assessment and inspection of the education system (see 9.4.2.2.1. and 9.4.2.2.2. notably the *Haut Conseil de l'Éducation*, set up in 2005 (Article 14 of the framework and programme Law for the future of school of 23-4-2005). It issues a recommendation and can make proposals on the methods to assess pupils' knowledge, the organisation and results of the education system and teachers' training. Each year, the *Haut Conseil de l'Éducation* gives a report to the President of the Republic, which is published, on the results obtained by the education system. This report is passed on to the Parliament.

Framework and program's law for school's future

### 9.5.1. Evaluation of primary and secondary education and teaching

The assessment of the public policies implemented in the education system to improve pupils' success applies to the measures taken at *collège* level to remedy the gaps observed at the beginning of the *sixième* class and prevent subsequent learning difficulties: lighter schedules, supervised study, consolidated classes or groups, as well as encouraging pupils' responsibility through citizenship education.

The diagnostic evaluation system based on compulsory national evaluations in CE1 (second year of primary school) and *sixième* classes (first year of *collège*) and, since 2007, CM2 classes (final year of primary school) was designed to outline an initial assessment of pupils' acquired skills in order to detect and analyse difficulties encountered by some of them.

National diagnostic evaluations are pedagogical tools used to help teachers organise differentiated progress rhythms for the pupils in their class. They are primarily analytical. They should not be confused with the validation procedures of the foundation of skills which must be acquired by all pupils at the end of stages 1 (end of cycle 2) and 2 (end of cycle 3) of primary school. National diagnostic evaluations aim at detecting the pupils experiencing difficulties likely to jeopardise the command of the aforementioned foundation at the corresponding stages. The analysis of these difficulties enables the teachers to determine more specifically the responses required as part of a differentiated pedagogical treatment. These responses can be completed, if necessary, by interventions of the members of the specialised aid networks for pupils experiencing difficulties (RASED) or professionals from outside the school system.

The qualitative evaluation of the results obtained by the pupils makes it possible to specify the type of aid needed by the pupils: differentiation of personalised support within the progress of the class, implementation of a personalised educational success programme (PPRE) with a content adapted to the difficulties specific to each pupil.

The objectives of the national evaluation of pupils' acquired skills in French and mathematics in CE1 and CM2 classes are as follows:

- assess French pupils' acquired skills at key moments in their school career;
- provide the parents with all the information to which they are entitled, avoiding unbridled competitiveness between schools;
- produce a new indicator of teaching efficiency in school;
- produce a steering tool of the education system, from local school level to national level.

For the 2009/2010 school year, pupil tests are in January 2010 (for CM2 classes) and May 2010 (for CE1 classes). All the results were put on line for the attention of the general public in March 2010 for CM2 evaluations and will be published at the end of June 2010 for CE1 evaluations.

In addition, the objective of national evaluations when entering *collège* is to enable the observation of skills and the ascertainment of the potential achievements and difficulties of each pupil considered separately at a given time in his/her school career: when entering the *sixième* class. The information provided by the national *sixième* evaluation in French and mathematics does not constitute an assessment of cycle 2 or 3 but a diagnostic, at the beginning of a new education cycle, of the potential achievements, mistakes and difficulties of each pupil in relation to his/her learning situation. The tests developed do not exhaustively cover the knowledge and skills acquired or in the process of acquisition. They only evaluate what relates to a collective transition, via short and written exercises. They provide information, based on official programme requirements, on what must be acquired or is in the process of acquisition at the beginning of the cycle. These evaluations are carried out in the first two weeks of September.

The "[Ambition Success Network](#)" (RAR) policy is also subject to a diagnostic evaluation.

A project targeting 200 to 250 *collèges* branded "objective: success" (see more in 10.5. point 3) is notably undertaken by the minister for national Education. Ministerial circular no. 2006-058 of 30-3-2006 stipulates the main objectives and content of this action.

With regard to the network, the evaluation is based on an "indicator of school success" comprising reading ability, progress in the acquisition of a common knowledge basis, improved results in national assessments and national *brevet* diploma as well as compliance with the educational institution rules. Inspectorate bodies, under the authority of the [recteur](#), will evaluate the results of the "Ambition for success contracts" and, subsequently, the "Contracts of educational objectives".

Each of the "ambition for success" networks is monitored by a general inspector who sends a report to the minister each year, stating, among other things, the progress observed in terms of educational performance.

In addition, the DEPP has created, for permanent use by the teachers, a "**reserve of tools to support diagnostic evaluation**" to facilitate the immediate evaluation of pupils' skills in the classroom, at any time during the school year, in numerous subjects from the last year in pre-school to the different *seconde* classes. As a complement to the usual class evaluations (before, during or after learning sessions) and independently of the traditional pedagogical methods, this reserve of tools offers another perspective on teaching methods and pupils. Their purpose is to test the skills at stake in the learning process and enable the appraisal, through the analysis of pupils' answers, of their command of the skill evaluated, and the reinforced acquisition of knowledge by exploring the pedagogical recommendations.

Finally, the assessment of the stakeholders in the education system follows two approaches:

- Improving the knowledge of the different categories of stakeholders in the system (teachers, inspection authorities, librarians, career advisors – psychologists, heads of institutions) through the organisation of surveys on how their role and activities are perceived by themselves and other stakeholders;
- More in-depth research on the impact of the teacher on primary and *collège* education (French and mathematics). This research aims at highlighting professional practices which, in a given context, contribute to the enhancement of pupils' success.

## 9.5.2. Evaluation of school education and teaching in higher education

Major efforts have been made to reinforce the assessment of the training devised by educational institutions. The contractual policy (see also 6.3.) has been the main tool of this process, both internally and externally.

Internally, the educational institution defines, via its project, its priorities in various performance areas: training and research policy, international development, student life, documentation, human resources etc. This project and underlying priorities are assessed with regard to the national policy by the departments in charge of the different aspects of higher education, and the assessment process as a whole must be co-ordinated and arranged consistently via the contract.

From a pedagogical point of view, the contractual approach provides a more global vision of an educational institution's education offer with regard to multiple interactions: interaction with the overall strategy of the institution, interaction between the education offer and demand, interaction between courses, interaction between education and research, interaction between pedagogical policy, resource policy and human resources.

The implementation of the European area for higher education and research was the opportunity to reinforce the assessment process, which is becoming, even on a regulatory level, the compulsory counterpart of the freedom granted to universities in the selection of their new education offer within the framework of the [LMD](#). At the same time, over the last three years, authorisation procedures have been better suited to the contractual process.

Externally, the assessment of the contractual policy has been strengthened by better co-ordination with the CNE (national assessment council, whose works are undertaken by the AERES) of the EPSCP and the general inspection services of the national Education and research administration (IGAENR). The work schedules of these two authorities are now co-ordinated with the contractual procedure. The objective is to have the results of the assessments carried out by these two authorities for the negotiation of the new contract, so that the conclusions and recommendations proposed are discussed and communicated within the framework of the contract negotiation.

This assessment approach (internal and external) is also at the heart of studies carried out on the enforcement of the [LOLF](#) (see also 2.6.1.), via the definition of the "higher education and university research" programme, of the various actions included in this programme as well as the strategic and operational objectives currently devised with all the partners from the university world. Thus, the implementation of the LOLF should enable further progress in the pooling of shared, quantified and measurable indicators for educational institutions.

The concept of university assessment is different from the assessment of teachers, but also from the assessment of teaching. While teachers' assessment is guided by the principle of assessment by peers (professionals from the same sector) conducted within the national university Council, students' assessment of teaching is only a recent notion, dating from the 1997 "Bayrou reform", which set up the "right to assess". According to this reform, students are entitled to assess their teachers. However, this assessment protects the independence of higher education teachers and cannot affect their recruitment or promotion process.

In addition, for each year of study, a pedagogical committee organises the assessment of teaching by discipline and level. This assessment takes the form, notably, of an individual and anonymous questionnaire enabling the students to assess the teaching and education received by answering open-ended and closed questions, in accordance with the principles set out at national level. To this effect, the objectives of the education provided are clearly defined and available to the students at the beginning of the year. The teaching assessment is intended for the relevant teacher and also for the pedagogical committee. In the absence of a pedagogical committee, respecting the autonomy of educational institutions, teachers and students define together, within councils and the CEVU (University Life and Studies Council), the procedures for the teaching assessment.

## 9.6. Research into Education linked to Evaluation of the Education System

Located at the heart of the assessment process of the education system and faced with a difficult methodological and conceptual learning process, general inspection services have felt the need, since 2003, to conduct an in-depth study of the methods and effects, strengths and weaknesses of the evaluation system implemented in France.

From now on, the work schedule of general inspection services provides each year for recurrent observation, assessment and monitoring missions, as well as specific missions, some of which are designed to assess the impact or results of experimental measures.

Evaluations involve a value judgment. For this reason, it gives rise to a methodology adapted to the specific characteristics of the educational mission. This issue, both ethical and methodological, was raised from the start by general inspection services in their research activities in relation to the evaluation process. It appears in the IGAENR's Methodological guide and the working paper designed for the IGEN-IGAENR teams for the evaluation of the education provided in a given [académie](#).

In addition to this institutional production of knowledge on education, like everywhere else in the world, education sciences (education sociology, education economics, education philosophy, psychology, general or discipline-focused didactics etc.) are what made research into education possible.

For several years, the *Ecole Supérieure de l'Éducation Nationale* (ESEN) has successfully managed to open up to researchers and academic knowledge. The purpose of ESEN is to design, coordinate and implement the training of national Education administrative and educational executives. It contributes to the steering of management personnel training and provides support and expertise to the academies in the domain of managerial staff training.

Furthermore, the *Institut National de Recherche Pédagogique* (National Institute of Pedagogical Research, INRP) aims at developing and promoting research in education and training. Its expertise and teams are available to all researchers, instructors and decision-makers in the education system. The INRP also organises training courses on the evaluation of the education system. The most recent example are study days called "Evolving education institutions: evaluation elements" held in March 2009. Their objective was to offer a tentative evaluation of the institutions, in line with the experimentations of article 34 (B.O. no. 18, 5 May 2005) which stipulates: "...subject to prior authorisation of academic authorities, the school or institution project can include the realisation of experimentations, for a maximum period of five years, relating to the teaching of disciplines, inter-disciplinarity, the pedagogical organisation of the classroom, school or institution, cooperation with the partners of the education system, exchanges or twinning arrangements with foreign education institutions. These experimentations are evaluated on an annual basis. The *Haut Conseil de l'éducation* (Higher Council for education) assesses each year the experimentations carried out by virtue of this article."

## 9.7. Statistics

In January 2008, there were 3,007 inspection personnel (IEN and IA-IPR), 994 IA-IPR and 2,013 IEN. The average age of IA-IPR personnel was 53.4 and 52.1 for IEN. There are more men than women in inspectorate services (39.2% for IA-IPR and 41.2% for IEN).

The number of positions open to IENs has increased since 2006. This trend was particularly strong in 2008, with 178 positions instead of 130 in 2007 (+ 36.9%), notably in primary education. There were

more candidates in 2008 (+ 0.7%), with 4.8 candidates registered for one position available in 2008 compared with 6.5 in 2007, a decrease due to the significant increase in the number of positions.

Stable in 2007, the number of candidates for the IA-IPR recruitment examination dropped again in 2008 (- 3.7%). Certain disciplines are more selective: economics and social sciences with 7 candidates for one position available, school administration and school life with 4.9 candidates (8 candidates in 2007). Conversely, there were less than two candidates per position in eight specialities, including English and mathematics. The slight decrease in the number of positions (- 1.8%) combined with the more significant decrease in the number of successful candidates (- 16.3%) resulted in a sharp drop in the coverage ratio: 80.6% compared with 94.5% in 2007.

Sources: [Repères et références statistiques](#) (Statistical facts and references) 2009

[Repères et références statistiques sur les enseignements, la formation et la recherche](#)

Statistical facts and reference on education, training and research).



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## 10. Special Educational Support

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Amongst pupils/students acknowledged as presenting special educational needs are disabled children, pupils from underprivileged backgrounds (priority education policy), children recently arrived in France, precocious children and detained minors. There are various programmes designed for the educational supervision of these categories.

Article 26 of the framework and programme law of 23 April 2005 on the future of schools defines the legislative framework of the help in special educational needs: Art. L. 321-4- "In schools, special arrangements are made and support provided to benefit pupils with learning difficulties, notably those suffering from specific oral and/or written speech disorder, such as dyslexia. When these difficulties are serious and permanent, pupils are entitled to adapted education.

Appropriate arrangements are made to benefit intellectually precocious pupils or pupils displaying specific abilities in order to enable them to fully develop their potential. School education can be accelerated depending on the pupil's learning ability. Specific action is taken to cater for the schooling of non French speaking pupils recently arrived in France. For the enforcement of the provisions of this article, school institutions can regroup in order to provide adapted facilities."

In order to develop the ambitions and resources of the educational action initiated for all detained minors, the framework and programme law for justice (LOPJ) of 9 September 2002 created penitential institutions specialised in minors (EPM), specifically designed to cater for this population. This law extends the mission of legal protection of young people (PJJ) by stipulating the continuous intervention of its services among young people detained in minor sections.

Centres académiques pour la scolarisation des nouveaux arrivants et des enfants du voyage (CASNAV)

Intégrascoll

Law for the equal rights and opportunities, participation and citizenship of disabled persons

### 10.1. Historical Overview

For years, the only solution to the problem of children's and teenagers' serious learning difficulties at school was to enrol them in specialised facilities - classes or educational institutions - the purpose of which was to meet their specific requirements but which, at the same time, exhibited the disadvantages inherent with all segregated facilities.

The admission into schools of these young people, which the national Education has been trying to achieve for over twenty years, represents the culmination of a historical evolution marked by three major phases:

- The implementation of a specialised education system;
- The "adaptation" policy;
- Admission into schools.



### **1<sup>st</sup> phase: implementation of a specialised education process**

The third Republic established compulsory schooling for 6 to 13 year-olds in 1882. However, over the years, experience revealed certain children's inability to meet the demands of school: the origin of the difficulties apart from motor or sensory was examined. People in charge of public Instruction appealed to doctors; they also turned to psychology, an emerging science, for a way to distinguish children who "cannot derive any benefit" from schooling. Thus emerged the first tests designed to give a scientific basis to the guidance of children in serious difficulty toward specialised facilities set up by the Law of 1909: so-called autonomous "improvement" classes and schools.

For all disabilities, child categorisation became a decisive issue to access certain types of specialised education. The sector under the authority of national Education developed very slowly: in 1945, there were only 174 improvement classes in public schools. Children and teenagers suffering from specific handicaps - physical, sensory or motor - are mostly catered for by private institutions, often set up by parents' associations and coming under the authority of the ministry of Health.

From 1945, however, national Education progressively asserted its desire not to leave the entire responsibility of young disabled persons or children in serious difficulty to the private sector. Its effort resulted in:

- The increase in the number of special classes and educational institutions;
- The diversification of the categories of disabled or maladjusted children catered for.

### **2<sup>nd</sup> phase: the adaptation approach**

In the sixties, the approach to the school maladjustment problem changed. The importance of background, family, socio-economic and institutional factors was pointed out. Consequently, new intervention models were set up. The strong need for early detection and prevention of school maladjustment brought about the establishment of a "school adaptation" process, the objectives of which were to prevent damage, to reduce its extent and limit its effect.

This process was set up in 1970. It includes:

- **Psycho-pedagogical support groups (GAPP): currently RASED.** Made up of a school psychologist, a psycho-pedagogical re-educator and psychomotor re-educator, the psycho-pedagogical support group (GAPP) is in charge of one or several school groups. It carries out psycho-pedagogical or psychomotor re-educations, individually or in small groups, as soon as the first signs of the need for this support are detected in a child. Created by Circular no. IV-70-83 of 9 February 1970, reoriented by Circular no. 76-197 of 25 May 1976, the GAPPs were replaced by the **RASED** (Specialised aid networks for pupils experiencing difficulties) in 1990.
- **Adaptation sections and classes** : the following was created at the same time as GAPPs (RASED):
  - "Adaptation sections" in pre-school classes,
  - "Adaptation classes" in elementary education,
  - "Adaptation classes" in secondary education, were designed to cater for various disabled children categories or children suffering from serious difficulties.
  - Nowadays, this preventive process co-exists and is co-ordinated with that of specialised education.

### **3<sup>rd</sup> phase: schooling or integration of disabled children**

From the 1970s, at the request and on the initiative of families, parents' associations, medical teams, teachers and educators, experiments regarding the integration of young sensory disabled children, and then other categories of young disabled, into an ordinary school environment, were progressively

developed. The framework Law of 30 June 1975 supporting disabled persons reflected the evolution of public opinion, stating as a principle in article 1 the inclusion of disabled minors or adults within an everyday life and work environment whenever their skills permit it.

This law represented an important step with regard to the assertion of the rights of disabled persons. It establishes the prevention and identification of handicaps, care, education, training and professional guidance of the disabled minor and adult as a "national obligation". It recommends that the education of all children and teenagers "likely to be admitted despite their disability" be carried out "preferably" in ordinary classes.

From 1981, the schooling policy was given a new impetus. Two important circulars were published:

- The first one, in January 1982, signed by the Minister for national Education and the Minister for national Solidarity, gave an outline of the integration policy;
- The second one, in January 1983, signed by the representatives of the relevant Ministers (national Education, Social Affairs and national Solidarity, Health), specified the technical and practical conditions for the implementation of this policy.

The framework law on education of 10 July 1989 took into account the positive results of the development of integration initiatives. The new framework and programme Law for the future of school of 23-4-2005 reaffirms the necessity to continue along this path.

Furthermore, the law on equal rights and opportunities, participation and citizenship of disabled people of 11 February 2005 specifies the school's obligation to cater for all disabled children (according to the new definition stipulated by the law) and the development of the personalised schooling project of the child concerned by these measures.

Guidance Law and Programme for the Future of Schools

Framework law for education

## 10.2. Ongoing Debates and Future Developments

### 10.2.1. Ongoing Debates and Future Developments - Schooling and disability

Since the adoption of the law of 11 February 2005 for equal rights and opportunities, participation and citizenship of disabled persons – which establishes schooling rights for disabled pupils in an ordinary school environment – measures have been taken to monitor the application of this law and improve the schooling of disabled pupils.

A multi-year plan was presented by the government during the national conference on disability of 10 June 2008. The actions stipulated on this occasion were pursued in 2009, notably based on the following guidelines:

- Family information and support: in 2007, a "School Disability Aid" telephone platform was implemented to answer the parents' questions and help them with their requests, in partnership with the academic services. The telephone platform has been operational since the beginning of the 2009 school year;
- Translation of the programmes into Braille for blind pupils: primary school programmes have been transcribed into Braille and have been available in each *département* since the beginning of the 2009 school year;

- Continuation of the educational curriculum: the plan for the development of pedagogical integration units (UPI, see 10.5. **point 4**) has been pursued in order to achieve the objective of 2,000 UPIs by 2010. Creation, at the beginning of the 2009 school year, of 200 new UPIs with a focus on vocational *lycées*;
- Reinforcement of teaching units in medico-social institutions (see 10.6.);
- Continuation of the actions aimed at improving the schooling of deaf pupils. Following those of primary school in 2008, French sign language programmes (LSF) came into force in *collèges* and general, technological and vocational *lycées* at the beginning of the 2009 school year;
- Adapted examinations and evaluations. Specific arrangements enable disabled pupils to sit all the examinations organised by the ministry of national Education, competitive or otherwise, under adapted conditions. For the national CE1 (second year of primary education) and CM2 evaluations (final year of primary education), the protocol has been adapted: booklets in Braille and large characters are available for pupils suffering from dyspraxia or motor disability, in all academies;
- Training of support personnel. Personnel supporting disabled pupils have been renewed. The personnel (educational assistants or personnel recruited under assisted contracts or school life employment) in charge of school carer tasks on an individual basis (AVS-i) are provided with a general sixty-hour training course during their first year of employment.
- Teacher training. The initial and continuing education of specialised teachers has been reinforced, via additional training in specific domains such as the French sign language (LSF) or the schooling of autistic children. The support and help of all teachers catering for disabled pupils in schools, *collèges* or *lycées* have also been reinforced.
- Creation of new inspector positions. At the beginning of the 2009 school year, thirty National education inspectors (IEN), in charge of the school adaptation and schooling of disabled pupils (ASH), were recruited to assist the thirty academy *recteurs*. They are responsible for coordinating all the actions implemented in their academy in favour of disabled pupils and personnel.

Furthermore, an “inter-ministerial disability committee” was created in November 2009 by the minister for disability, chaired by the Prime Minister or by delegation of the Prime Minister. The purpose of this committee is to define, coordinate and evaluate the policies undertaken by the State in favour of disabled people as well as to ensure the achievement of the objectives of the law of 11 February 2005.

Conference of 31 August 2009

Decree no. 2009-1367 of 6 November 2009

*Bulletin Officiel* no. 31 of 27 August 2009

### 10.2.2. Ongoing Debates and Future Developments - Priority education

See also 10.5. point 1.

For the 2009-2010 school year, the ministry of national Education once again committed to reinforcing priority education. “Give all pupils a chance of success” is one of the three guidelines of the ministerial policy stipulated in the circular for the new school year. The actions undertaken in favour of underprivileged pupils this year are in keeping with the priority education revival policy initiated from the 2005-2006 school year. Eight measures have been taken:

- Prevent pupils from underprivileged areas from dropping out. The effort initiated in 2008 in 215 areas deemed priority was continued and reinforced in 2009, with the systematic implementation of local coordination units designed to improve the detection of young drop-outs, whether they are under or over sixteen. The three-year objective (2008-2011) is to

reduce the number of young drop-outs by 10% per annum and increase the number of those who benefit from a positive guidance solution by 10% per annum.

- Develop “Boarding schools of excellence” to cater for priority education pupils who do not benefit from an environment conducive to educational success. The monitoring of those attending these boarding schools is reinforced. The second stage of the process aimed at developing boarding schools of excellence was launched in 2009. The National Agency for social cohesion and equal opportunities (Acsé) contributes €2,000 to each place occupied by a priority education pupil.
- Access to Preparatory Classes for *Grandes Ecoles*: the State has launched actions targeting *lycée* pupils from the areas least represented in preparatory classes: improve the information on the education offer, personalised support to give access to long-term studies etc. The objective of these measures, which benefit *lycée* pupils from the 215 areas identified as priority, is to increase the rate of scholarship holders in preparatory classes for *grandes écoles* from 23% to 30% in 3 years (2008-2011).
- Educational support in the primary schools of the priority education areas. The educational support experimented, in 2007, in priority education *collèges* was extended to all *collèges* at the beginning of the 2008 school year. Since then, it has also been organised in priority education primary schools. With an indicative duration of 2 hours, educational support is organised 4 days a week throughout the year.
- Selected school mix experimentation (“bussing”). CM1 and CM2 pupils (4<sup>th</sup> and 5<sup>th</sup> year of primary school) from the most socially disadvantaged areas are taken to schools in less socially homogenous areas by bus. This measure, aimed at encouraging a social mix, is implemented by volunteer municipalities.
- List of “sites of excellence” *lycées*. Since the beginning of the 2008 school year, thirty *lycées* in sensitive areas have been designated as sites of excellence. Each of these *lycées* must provide a course of excellence: international section, artistic and cultural course or vocational education of excellence.
- Creation of work placement databases in each academy. Implemented since the beginning of the 2009 academic year, the creation of a work placement database aims at promoting the vocational and social integration of all pupils and enable equal access to work placements. In 2009-2010, each academy should offer a work placement database to *collège* pupils from *troisième* classes, *lycée* pupils and students in higher technician sections.
- Closing down of the most deteriorated *collèges*. To improve learning conditions and enhance the social mix, the closing down of the most deteriorated *collèges* will be initiated in 2009-2010 in the areas concerned by the urban renewal programme. These projects will benefit from State subsidies.

Circular no. 2009-068 of 20-5-2009 - BO no. 21 of 21 May 2009

Circular no. 2009-073 of 28-5-2009 – BO no. 24 of 11 June 2009

### 10.2.3. Ongoing Debates and Future Developments - Young people’s legal protection

The law of 5 March 2007 relative to crime prevention introduced the *mesure d’activité de jour* (day activity measurement or MAJ). It consists of a minor’s participation in vocational or school integration activities either within a legal entity governed by public law, a legal entity governed by private law carrying out a public service mission, an association authorised to organise this type of activity, or within the legal youth protection service responsible for this minor.

The implementation and execution procedures of this measure by legal youth protection services and institutions are defined in an implementing circular issued by the legal youth protection directorate (DPJJ) dated 18 February 2008 and published in the Official Gazette of the ministry of Justice no. 2008-02 of 30 April 2008.

The MAJ is an educational measure taken against a minor offender or alleged criminal offender (misdemeanour) aged 10 to 18. The total duration of the MAJ cannot exceed twelve months and does not affect the school or training career because it is implemented outside school or training time. It must be compatible with the pursuit of a school career or reintegration into a general, technological or vocational education course, while promoting the socialisation and citizenship education objective. It complies with the principles governing justice for minors such as the primacy of education and the individualisation of the penal response.

Failure to comply with the MAJ can result, upon the judge's decision, in gradual educational responses or penal sanctions up to detention.

Teaching and educational personnel strive to communicate with the minor and his/her parents or legal representative to involve them in the different MAJ stages.

*Bulletin Officiel of the Ministry of Justice no. 2008-02 of 30 April 2008*

## **10.3. Definition and Diagnosis of the Target Group(s)**

In addition to **disabled children**, there are five categories of children identified as individuals requiring "specific support".

### **1) Pupils suffering from a speech disorder**

The government's policy focuses specifically on children suffering from a speech disorder, the command of the oral and written language being the key issue in any education and, beyond, a crucial part of citizenship. The ministry of national Education has implemented a national plan of action (stipulated in circular no. 2002-024 of 31-1-2002) which mobilises the different educational stakeholders to improve the early detection of the children concerned by these disorders and guarantee that they are being taken care of.

### **2) Pupils suffering from health disorders**

The admission of children and teenagers suffering from health disorders is a concern of the national education policy.

Admission conditions are defined in the circular of 18 September 2003, which describes the implementation procedures of the Personalised integration plan (PAI): with the parents' agreement and the collaboration of the teaching staff, the child's specific needs are described in the document drawn up with the national Education or maternal and child welfare (PMI) doctor.

### **3) Adolescents subject to judicial measures**

Pedagogical initiatives in penitentiaries in favour of minors or young prisoners, as a condition of their re-integration, are the subject of partnerships between the ministry for national education and the ministry for justice. These partnerships are formalised in the agreement signed on 29 March 2002, which defines the education requirements of the penitential population, the purpose and general teaching objectives and administrative organisation of the education process.

The mission of the regional pedagogical units (UPR), created by the agreement of 19 January 1995, is to organise all educational activities in the prison environment. With regard to the prison population who were pursuing studies before being incarcerated, the education provided in prison institutions ensures the continuation of their initial education.

Minors detained in closed educational centres (CEF) are subject to surveillance and control measures enabling reinforced educational and pedagogical monitoring adapted to their personality. Apart from minors, whose education is a priority and compulsory until they are 16 and strongly recommended until 18, as is the case outside prison, education in the prison environment is essentially defined as adult training.

#### **4) Teenagers failing at school**

The fight against school absenteeism is a national priority based on a system designed to control the school attendance of pupils in compulsory education, implemented by the decree of 19 February 2004. State services and local authorities (departmental councils, municipalities) also help prevent pupils from dropping out, as part of the social cohesion and equal opportunity policy (educational success), child protection and crime prevention policies.

The formalised provisions adopted aim at improving school attendance monitoring and the fight against absenteeism via personalised treatment. The prevention, detection and early treatment of the situations are therefore reinforced, as are the mobilisation and accountability of the parents.

Personalised programmes can be proposed to pupils at risk of dropping out of school.

Relay processes (classes, internships) cater for *collège* pupils, sometimes *lycée* pupils, who are rejecting the education system, which can be illustrated by serious and repeated breaches of the rules and regulations, unjustified repeated absenteeism, severe learning demotivation or even those who stop going to school. All pupils participating in a relay process remain under the school status. Admission to relay processes must enable pupils to successfully carry out an education project. Under no circumstances should it constitute a punishment. Relay processes aim at enabling the normal resumption of the education career or entrance into a vocational training cycle and reintegrating a pupil into a more peaceful and settled socially interactive environment. Special attention is given to the collaboration between the educational team of the process and that of the *collège* to favour a successful return.

#### **5) Intellectually precocious children**

It is deemed difficult, in France, to accurately define those children and teenagers sometimes referred to as "gifted" or "precocious". The defining characteristic of "precocious" children seems to be their ability to achieve performances which are, on average, those of children older by two, three, sometimes four years and more. The notion of "precociousness" is relative, as it depends on the criteria taken into consideration. A child is not uniformly "precocious". In France, family requests and related questions primarily apply to "intellectual precociousness".

See also 10.5. point 2.

## 10.4. Financial Support for Pupils' Families

In addition to the financial aid provided to the families in the form of national secondary education scholarships and higher education scholarships, financial aid can be granted by local authorities for food or transport. A back to school allowance can be paid by the Family Allowances Fund subject to income restrictions.

Below are the financial aids which families whose children require special education can benefit from:

- Exemption from boarding expenses in regional adapted education institutions
- Payment of accommodation and medical expenses by the health insurance fund or social aid
- Transport expenses of pupils in medico-social institutions supported by social security funds and pupils' school transport expenses to the educational institution paid by the département or, for the Ile-de-France region, by the State
- Education allowance for disabled children (e.g. special education allowance)

### 10.4.1. Education allowance for disabled children (AEEH)

This change of name was introduced by article 68 of the Law no. 2005-102 of 11 February 2005.

This article sets up a new increase in the allowance for isolated parents, which became effective on 1<sup>st</sup> January 2006.

In addition, the allowance is granted by the committees for the rights and autonomy of disabled persons (CDAPH – instituted by this law as a replacement for special education departmental committees - CDES) within the Departmental Centres for Disabled People (MDPH - organisation enabling unique access to the rights and services provided for disabled persons, which carried out reception, information, support and advice projects for disabled persons and their families, as well as disability awareness campaigns aimed at all citizens).

#### **Conditions of entitlement**

- French or overseas département resident,
- Having one disabled dependent child under 20.

Foreign nationality parents must give proof of the legality of their stay.

#### **The child must also:**

- Have a permanent disability rate of at least 80%,
- Not be a boarder in a special education institution or be paid in full under special education status.

#### **Other cases: If the child:**

- Suffers from permanent disability of at least 50%,
- Is paid for by a special education or home care service,
- Or is admitted to an educational institution, except in the case of boarders whose living expenses are paid for by the State, health insurance or social aid.

#### **Additional allowance**

Since 1<sup>st</sup> April 2002, the additional monthly special education allowance is divided into six new beneficiary categories.

## **Sums**

The amount of the basic AEEH allowance is €124.54. The amount of the additional allowances depends on the category and range from €93.41 to €1,029.10 (as of 1<sup>st</sup> January 2010).

## **Payment terms**

The allowance is paid on a monthly basis starting from the month following the application.

In case of termination, payment stops from the first day of the month the notification letter is sent.

## **Free old age insurance**

In certain conditions, parents can benefit from free old age insurance membership.

## **Cumulated allowances**

The allocation of the basic AEEH allowance and possible complements does not preclude the payment of family benefits.

The parental presence allowance (see 10.4.2.) can be cumulated with the basic AEEH allowance but not with its complement or the extra allowance for isolated parents.

The AEEH allowance can only be allocated to a young disabled person exercising a professional activity if the remuneration received is less than 55% of the monthly minimum integration wages (gross minimum wage = €1,343.77/month, as of 1<sup>st</sup> January 2010).

## **10.4.2. Daily parental presence allowance (AJPP)**

### **Eligibility conditions:**

- Having a dependent child suffering from a serious illness or disability or injury
- Public service employee or agent, non-salaried or unemployed persons or salaried trainee on a professional training course

### **Conditions of entitlement**

Public service employees and agents or non-salaried persons must totally or partially terminate their occupation.

Unemployed persons or salaried trainees on a professional training course must suspend the job-seeking activities or cease their training.

### **Amount**

Daily allowance is set at €41.17 if the beneficiary lives in a couple and €48.92 for a single parent (amounts as of 1<sup>st</sup> January 2010).

### **Payment duration**

The allowance is granted for a maximum duration of four months (depending on the application), renewable twice.



Therefore the maximum payment duration is one year, for each dependent child with a serious illness, injury or disability.

### **10.4.3. Disability card**

The disability card provides its beneficiary or, in the case of minors, their parents or persons legally in charge, with certain financial or material benefits designed to compensate for the disadvantages due to the disability. More specifically, the disability card allows its holder to benefit from an additional tax half-unit for the calculation of income tax.

## **10.5. Special Provision within Mainstream Education**

The special educational offer within the ordinary education system for children and adolescents experiencing serious educational or social difficulties, precocious, disabled or ill pupils, is organised by the specialised aid networks for pupils experiencing difficulties (RASED), relay classes and workshops, educational integration classes (CLIS), pedagogical integration units (U.P.I.) and the measures put in place by the priority education policy. These dispositifs are described in the following sections.

### **1. Processes preventing pupils from dropping out**

The processes preventing pupils from dropping out can be implemented in primary education. Thus, the objective of specialised aid networks for pupils with learning difficulties (*RASED*) is to prevent learning difficulties experienced by certain pupils attending ordinary educational facilities.

Furthermore, relay processes (classes and workshops), concerning secondary education, have been able, in just a few years, to help in the fight against drop-outs. They provide temporary admission, adapted to *collège* pupils in the process of becoming marginalised in school as well as socially. They are based on the acceptance of the pupils and their families, often formalised in a contract. Always attached to a *collège* and in line with the *school project*" (see 2.6.4.2.), they may or may not be located within the premises of the *collège*, depending on the possibilities and local choices. They focus on the collaboration between the educational team of the process and that of the *collège* to favour a successful return to education. The advantages of this process are the reinforced supervision (teachers and instructors, personnel from associations), temporary admission of a limited group of pupils (from several weeks to a year for relay classes; sixteen weeks at the most for relay workshops) and partnerships with the national Education, Legal protection of young people, local authorities, associations etc.

### **2. Integration of intellectually precocious children**

In primary and secondary education, this integration is most often in ordinary classes, in the form of personalised courses which make it possible, depending on the case, to shorten the time spent in primary and secondary education cycles. However, certain institutions implement a differentiated education adapted to these young people.

To improve the integration of intellectually precocious children, ministerial circular no. 2007-158 of 17 October 2007 recommends:

- **improving the detection** of intellectual precocity as soon as a child is reported by the school or his/her family as experiencing difficulties, including of a behavioural nature;
- **improving the information provided to teachers and parents** on intellectual precocity, the signs demonstrated by the pupils and the potential responses;
- **organising the information systems (departmental or academic)** to quantify the phenomenon, qualify the situations and list the responses provided.

The circular also asks those in charge at academic level to ensure that the precocity issue is dealt with as part of the initial training of teachers as well as that of school and *collège* principals. The circular notably requires the organisation of the systematic training of school psychologists and guidance counsellor-psychologists in the detection of intellectually precocious children, the support of families and the information to be provided to the teachers.

### **3. Priority education**

The priority education policy, implemented in 1981, is founded on a positive discrimination of the use of public resources to service equal opportunities. It aims at correcting the effects of social, economic and cultural inequalities by reinforcing the educational action where educational failure rate is highest.

In 2006, this policy was re-launched on a renewed basis, redefining the objectives and redistributing the resources in order to "give more to those who really need it". The objective of the new architecture, concentrating the resources in "ambition for success" networks where pupils experience the most serious difficulties, is to ensure that the pupils concerned acquire the knowledge and skills of the **common foundation** (see 5.4.), by personalising the courses and individualising aids, and instilling dynamism and the will to succeed in the institutions. Organised in networks and united in a single project, formalised in a contract made with the academic authorities, the pedagogical teams of priority education also ensure that their action is coherent with all the processes implemented outside school hours, by paying special attention to the relationships with the families. There were 254 "ambition success" networks at the beginning of the 2008 school year. The list of schools for each network is issued by the *recteur d'académie*.

In order to give full significance to the equal opportunity principle, the rest of the priority education system is organised into school success networks (RRS) managed by the *académies* in keeping with national policy guidelines.

Furthermore, at the beginning of the 2009 school year, the educational support system after class was extended to the primary schools part of priority education as well as to all public and private *collèges* under contract. Educational support caters for voluntary pupils after classes and offers them homework aid or sport, artistic and cultural activities. The guideline duration is two hours at the end of the day after class, four days a week.

### **4. Educational measures for disabled pupils**

The educational curriculum of disabled pupils is carried out as a priority in the ordinary school environment. From the age of 3, families can request that their children be admitted to pre-school. Each school has the duty to admit the children who are from their recruitment area. To meet the special requirements of disabled pupils, a "**personalised schooling project**" organises the admission of the pupil while ensuring coherence and quality of the required support and aids, based on an overall evaluation of the pupil's situation and needs: therapeutic or rehabilitation support, allocation of a "school carer" or adapted pedagogical equipment, aid for the pedagogical teams via school life employment. The personalised project is supported by measures taken by the **Committee of rights and autonomy (C.D.A.)**.

From primary school, disabled children can be integrated into an ordinary school environment, via individual adaptation or in specialised classes.

**Individualised schooling** consists of admitting one or several disabled pupils into an ordinary school. Individualised schooling is encouraged at all education levels. Whether full or part time, it requires the adaptation of schooling conditions within the framework of the "personalised schooling project".

As a complement to school education, the specialised team of a **special education and home care service (S.E.S.S.A.D.)** can intervene. This intervention is subject to the favourable opinion of the Committee for the rights and autonomy of disabled people (CDAPH).

**Schooling within a collective system** consists of the inclusion of a class with a given number (generally 10 to 12) of disabled pupils in an ordinary education institution.

In elementary schools, **school integration classes (CLIS)** take children with a mental, hearing, visual or mobility disability, who can benefit from integration in an ordinary school environment. Pupils are provided with adapted education within the CLIS and share certain activities with the other pupils.

In secondary education, when the demands of individual schooling are too great, disabled pupils can be admitted into **pedagogical integration units (U.P.I.)**. This process is aimed at 12 to 16 year-olds who, although fully-fledged *collège* pupils, are unable to benefit from ordinary *collège* education. Supervised by a specialised teacher, they can receive adapted education, in accordance with the objectives set out by the "personalised schooling project", including as far as possible periods of participation in the activities of the child's reference class, selected from the *collège* classes of pupils of their age.

## **5. Disabled students in higher education**

There were approximately 10,500 disabled students in higher education in 2008-2009. Educational support is organised by a person designated to disabled students. Appointed by the president or head of the institution, this person is in charge of co-ordinating all the measures designed for students, from access to the premises to the implementation of specific aids.

Furthermore, the association in charge of managing the disabled persons' integration fund (AGEFIPH) has for many years ensured the funding of student aids in relation to occupational integration tasks. It participates in the study on the implementation of a new process for the reception and support of disabled students. Within the framework of this new process, the ministers respectively in charge of higher education and disabled persons, have decided to entrust higher education institutions with the responsibility of implementing student support measures of all kinds: admission, access, university carers, additional measures provided by associations.

This process should result in an agreement protocol at national level between the ministry in charge of national Education, the ministry in charge of disabled persons and the National Independent-Living Support Fund (CNSA), in charge of funding.

### **10.5.1. Specific Legislatif framework**

Articles 27 and 31 of the law of 23 April 2005 describe support initiatives and specific arrangements in favour of pupils experiencing difficulties, pupils suffering from various disabilities, precocious children and non-French speaking pupils newly arrived in France.

In addition, the law no. 2005-102 of 11 February 2005 for equal rights and opportunities, participation and citizenship of disabled persons, includes provisions stipulating numerous statutory arrangements with regard to the schooling of disabled pupils. To enable the application of these provisions, several decrees have been amended. Three decrees relate to school education:

- Decree no. 2005-1752 of 30 December 2005 relative to the **education curriculum of disabled pupils** (application of articles L.112-1, L.112-2, L.112-2-1, L.351-1 of the Education code) states the provisions to ensure the continuity of the education curriculum of disabled pupils, even when said pupils continue their education in a healthcare institution or medico-social institution, or when they must opt for distance education. In particular, it specifies that all disabled pupils have at their disposal a reference teacher (see 10.2.), responsible for bringing together and co-ordinating educational supervision teams provided for by the law for all the children or adolescents under their care;
- Decree no. 2006-509 of 3 May 2006 relative to the **education and curriculum of young deaf persons** (application of article L.112-2-2 of the Education code). Its purpose is to specify the conditions in which the mode of communication of young deaf persons and their families is chosen for their education and curriculum;
- Decree no. 2005-1617 of 21 December 2005 relative to the **adaptation of examinations and competitive examinations in primary, secondary and higher education** for disabled candidates (application of article L.112-4 of the Education code). It gives a stronger legal basis for the adaptation conditions provided by the circular no. 2003-100 of 25-6-2003. In addition, as well as the adaptations specifically stipulated in this circular and the law of 11 February 2005, it provides the possibility of retaining for five years the test or unit marks obtained in the examinations, or spreading examinations over several sessions. It came into force on 1<sup>st</sup> January 2006. The circular no. 2006-215 of 26 December 2006 provides the conditions of its implementation.

Finally, the promulgation of five laws on 5 March 2007 considerably broadened the scope of social and public action for children benefiting from protection measures, notably:

- law no. 2007-293 reforming child protection,
- law no. 2007-295 relative to crime prevention.

The definition of child protection now covers a very wide spectrum, ranging from the prevention of difficulties which parents may be confronted with as part of their educational responsibilities, to the temporary replacement care for minors without a family (art. L 112-3 of the CASF).

### 10.5.2. General Objectives

Relay processes (see 10.5. point 1) to prevent pupils from dropping out of school aim at facilitating the normal resumption of the education career or entrance into a vocational training cycle and reintegrating a pupil into a more peaceful and settled socially interactive environment. The overall objective of the priority education policy (see 10.5. point 3) is to guarantee equality, restore pupils' confidence and eliminate repeats, through the use of individualised help.

In addition, the admission of disabled pupils into school is inseparable from the mission assigned to the education system designed to provide each child with the possibility of developing their personality, integrating socially, culturally and professionally and being citizens. Organised in an ordinary school environment in accordance with the child's requirements, integration is not restricted to a simple social approach; it aims at enabling each pupil, regardless of the nature of their disability, to continue their education at the highest possible level.

The purpose of the pedagogical action undertaken in CLISs and UPIs (see 10.5. point 4), as with that of all schoolchildren, is to fully develop cognitive capabilities, sensitivity, cooperation, solidarity and civic spirit. As with other pupils, but under the special conditions resulting from the disability, this action promotes children's awareness of their actual possibilities, by creating the conditions to enable them to reveal and assert their capabilities in terms of knowledge and know-how.

### 10.5.3. Specific Support Measures

It is a well-known fact that the first aid available to pupils is the responsibility of the teacher, within the framework of a differentiated pedagogy. The teacher must be able, with potential help from school psychologists, to identify, observe and understand the difficulties of their pupils, to adjust their pedagogical approach and assess the results of this approach. Specialised aid is only required when the pedagogical answer is not adequately efficient or when resorting to specialised aid seems to be the immediate right choice.

In this case, pedagogical or educational specialised aid initiatives are implemented within the school.

In primary education (pre-school and primary education), specialised aid initiatives are organised as follows:

- By the setting up of reduced-size classes (RASED, see 10.5. point 1) permanently grouping pupils experiencing difficulties. The objective of these adaptation classes, containing a maximum of 15 pupils, is to re-integrate these pupils as quickly as possible, into an ordinary class corresponding to their new potential;
- By the organisation of adaptation groups assembling pupils experiencing difficulties on a temporary basis, who continue to attend the ordinary class in which they remain enrolled. These adaptation groups meet specific pedagogical requirements. Their operating conditions are defined by the teachers' council, in line with the [school project](#) that the [head teacher](#) vouches for. It is agreed that the theoretical number of pupils selected for this type of structure, notably during the setting up of the [carte scolaire](#), is 15.

Competent, specialised professionals from the aid network select and implement, in each case, the strategy, methods and support best suited to their professional approach. "Re-educational" specialised aid initiatives are undertaken subject to the parents' agreement and, to the fullest extent possible, with their help.

In addition, the methods used in secondary education take into consideration the difficulties experienced by each pupil. They do not set any pre-requisite for the development of their educational project. The most recent specific measures are relay classes and relay workshops (see 10.5. point 1). Adapted education in relay classes and workshops is based on pedagogical individualisation and differentiation practices. "Pedagogical contracts" with limited objectives and duration are established throughout the school years, in order to encourage the autonomy of pupils and the development of a positive image of themselves. Various remediation techniques and approaches are used to solve the pupils' recurring difficulties, combined with the contribution of disciplinary didactics. Personalised follow-up is ensured by a referral teacher, i.e. the person a pupil can go to with any problem experienced throughout their school years. Finally, disabled pupils attending school integration classes [CLIS](#) (see 10.5. point 4) follow the normal cycle of primary education. Conversely, the age breakdown accounts for a very high proportion of children aged 8 to 11 in specialised primary education, at an age when children tend to follow standard cycles in ordinary schools. Specialised education thus provides basic learning to older than average pupils and encourages children over 11 to continue with their adapted schooling into secondary education.

With the exception of pedagogical integration units (UPI, see 10.5. point 4), there are not many specialised structures for children after the [CLIS](#). The UPIs were created in the mid-90s in certain collèges to admit pre-adolescents or 11 to 16 year-old teenagers suffering from various forms of mental disability. They were progressively extended to pupils suffering from sensory or motor disabilities. Another structure, the special and adapted education sections (SEGPA), differs from the UPIs inasmuch as these classes are not specifically dedicated to disabled pupils. They accommodate for a wide range of pupils, not easily characterised. The first two school years of [SEGPA](#) accommodate for 12 to 14 year-old pupils. Within SEGPA, the pupils' personal progression is in line with the three [collège](#) cycles. The SEGPA is organised into divisions, with an average number of

approximately 16 pupils for whom one of the specialised SEGPA teachers or [professeurs des écoles](#) constitutes the referral teacher.

However, decompartmentalisation and groups are organised to find appropriate solutions for pupils' diversity.

Regional adapted education institutions (EREA) are notably designed to admit young disabled persons by category of disability, but can also admit young able-bodied persons. These structures apply the same pedagogical principles as [SEGPA](#)s. The vast majority of EREAs admit young persons suffering from severe disabilities and significant schooling difficulties (73 EREAs out of 80). The other EREAs admit young pupils suffering from motor (5 EREAs) or visual disabilities (3 EREAs) and have the same objectives as [lycées](#) and [collèges](#) ([CAP](#), [BEP](#), [baccalauréats](#)).

## 10.6. Separate Special Provision

There are three major sectors supervising special education outside the boundaries of the ordinary education system: **the medico-social sector; the health sector and the socio-educational sector.**

The systems and structures of the **medico-social sector** are targeted at young disabled persons and come under the responsibility of the ministry for social affairs. The schooling of children and teenagers in this sector is placed under the supervision of the ministry for national Education. The children admitted to a medico-social education institution or service for young disabled persons can also be admitted into an ordinary institution. The conditions of this admission are set out in an agreement between the medico-social institution and the academic authorities.

There are different types of institutions:

- **Special education institutions for intellectually deficient children**, including specialised kindergarten, medico-educational institutions (IME), medico-pedagogical institutes (IMP) and medico-professional institutes (IMPro). Their purpose is to encourage the development of the children enrolled while improving the realisation of their intellectual, emotional and physical potential as well as daily social and vocational autonomy.
- **Institutions for multiply disabled children and teenagers**: they cater for children and teenagers combining serious mental disability with significant motor disability;
- **Therapeutic, educational and pedagogical institutes (ITEP)**, formerly known as "rehabilitation institutes": they cater for young people suffering from behavioural disorders with almost normal or normal intellectual abilities. They implement medical and educational resources for the successful schooling of the children monitored;
- **Special education institutions for children suffering from motor disability**; their objective is to provide care, specialised education and general or vocational training for children suffering from motor disability or cerebral palsy;
- **Sensory education institutes** including institutions for children suffering from hearing disability, institutes for visual disability and sensory education institutes for deaf or blind children. Their purpose is to provide care and specialised or vocational education to the children monitored;
- **Temporary integration institutions** for disabled children were created mostly to respond to one-off requirements and to support home care workers;
- **Experimental institutions for disabled children** aim at promoting new forms of integration;
- The main duties of **special education and home care services (SESSAD)** are to advise, support family and friends, help with the development (notably occupational therapy), support school and social integration and enhance the autonomy of the disabled child monitored. These actions can be undertaken in the home or at school, in the day camp or on the premises of the SESSAD (see also 10.6.3.);

- **Medico-psycho-pedagogical centres (CMPP) and precocious medico-social action centres (CAMSP)** operate in consultation mode: CMPPs are meant for children experiencing difficulties but not necessarily disabled and outside the school system. The child is oriented towards this structure by the GP, the teacher, psychologist or therapist (educational team) or by a specialised committee. CAMSPs detect and provide ambulatory care and rehabilitation for 0 to 6 year-olds with sensory, physical or mental disability, with a view to educational social adaptation in their natural environment. They carry out specialised preventative actions as well as family guidance.

## Health sector

This sector organises the admission of sick children or children suffering from health disorders. **Priority is given to schooling in ordinary structures.** Each year, in France, 12,000 to 15,000 pupils are temporarily taken away from their educational institution for health reasons: accident, chronic illness requiring repeated school disruptions or protracted disease. Nevertheless, they can continue their schooling in the following institutions:

- **In the hospital:** school centres installed in paediatric units ensure the schooling of hospitalised children (especially at elementary school level). With regard to secondary education, it is possible to resort to the "Federation for the education of sick people at home and in the hospital" (FEMDH), which assembles approximately thirty non-profit associations with a common objective: ensuring free education, provided by qualified volunteers to any child and teenager whose normal schooling is disrupted by a disease or an accident;
- **At home:** as the duration of hospital stays is getting shorter and shorter, the convalescent sick child, back home, must be able to continue studying. Since 1998, the ministry for national Education has implemented a "pedagogical aid system in the home of sick or injured pupils". It applies to all pupils, from the final year of pre-elementary education to *terminale* class, whose provisional absence is longer than three or four weeks, and offers personalised schooling solutions by using the help, first and foremost, of the sick pupil's teachers;
- **Health-oriented children's homes (MECSA):** they are residential institutions admitting young people requiring constant medical monitoring. Each institution is specialised in the treatment of a particular mental or physical disorder;
- **Distance education:** if a sick child cannot attend an ordinary or specialised institution, a training course can be authorised for them, subject to medical justification, via the national centre for distance education (CNED). The CNED, a public institution under the authority of the ministry for national Education, covers all elementary and secondary school levels. Pupils under 16 years old can benefit from three hours of class per week, provided by a deputy teacher in charge of guiding and advising them in their work.

## Socio-educational sector

This sector is primarily under the authority of the ministry in charge of solidarity and the ministry in charge of justice.

Since the decentralisation laws of 1983, child protection is the responsibility of the President of the Departmental Council, with the State guaranteeing compliance with the law and control of services and institutions.

The socio-educational sector concerns, on the one hand, the protection of young people temporarily deprived of family support and, on the other, the legal protection of young people in danger or young delinquents for whom educational assistance decisions have been made by the juvenile court judge.

Care for these children and teenagers is:

- via the home environment, potentially supported by educational assistance measures;



- or in institutions and services best suited to their requirements, whatever the associated sector (socio-educational, medico-social or school adaptation and admission).

Different types of structures come under the socio-educational sector.

**Structures and admission conditions under the authority of the ministry in charge of solidarity and within the jurisdiction of Departmental Councils.**

- **Children's homes:** They provide, at departmental level, the urgent admission, observation and guidance of children benefiting from protection. The duration of the stay is theoretically limited.
- **Social children's homes (MESCSO):** they provide the admission and education of young people.
- **Foster homes:** this consists of placing the child in the home of a foster family.

The admission of minors and young adults is organised as part of a contractual measure with the parents or upon legal decision.

Since the law of 5 March 2007 relative to child protection, admission procedures are more varied, flexible and sequential admission methods are organised in accordance with the child's best interest.

**Structures and admission conditions under the authority of the ministry for Justice**

The institutional and individual processing of prisoners is the responsibility, in the first few days, of the management of the institution, the integration and probation prison department and consultation and ambulatory care unit. Teaching is integrated into the admission process, in particular the processing areas, to collect information from newly arrived persons on their level of education and expectations. In each prison, the local teaching unit (the local version of the UPR process, see 10.3.) integrates all the resources made available by the national Education (teaching jobs and hours) and the prison administration.

Furthermore, the first **penitential institutions for minors (EPM)** opened in April 2007. EPMs are structures placed under the responsibility of the prison administration. Minors are admitted in accordance with the **legal protection of youth (PJJ)**. Each EPM has sixty detained minors aged 13 to 18, accused and sentenced. It is managed by a prison director who appoints, within the management team, the staff in charge of the services dealing with the legal protection of young people, healthcare and national education. The admission of minors in EPMs is based on the action of a multi-disciplinary team made up of permanent members involved with detained minors on a daily basis: surveillance staff, PJJ instructors, national education teachers, doctors and nurses from the somatic and psychiatric care services. EPMs are penitential institutions which provide education services as well as detain minors and carry out sentences.

The education service is part of the institution project. It meets the legal requirements for young people under 16 and young people who left the education system without a qualification. For young people who were enrolled in education before their imprisonment, education in EPM takes over from their previous institution in order to avoid a break in the education career. Teaching is integrated into the rehabilitation programme of detained minors, from the admission phase where illiteracy detection is systematic and skill assessment optional, to the preparation for their release.

### **10.6.1. Specific Legislative Framework**



The organisation of the separate special education's public and private institutions and services is set out by: the law of 11 February 2005 relative to disabled persons (see 10.5. point 4) and the law of 2 January 2002 for the renovation of social and medico-social action, sets four major targets: develop the rights of "fragile and disabled persons"; diversify the range of institutions, services and interventions; improve the technical steering procedures of the sector and institute better co-ordination between the various players.

To implement the provisions of the law of 2 January 2002, several decrees and orders have been published, including the following overseeing the activities of separate special education:

- Decree no. 2005-11 of 6 January 2005 stipulating the technical organisation and operating conditions for therapeutic, educational and pedagogical institutes (*Journal officiel* of 8 January 2005);
- Decree no. 2002-798 of 3 May 2002 relative to the departmental committee for the admission of young children (*Journal officiel* of 5 May 2002) ;
- Order of 13 August 2004 amending the order of 26 April 1999 stipulating the content of the specifications of the multi-annual agreement provided in article 5-1 of the law no. 75-535 of 30 June 1975 relative to social and medico-social institutions.

**The guidelines for education in a prison environment** are defined by the circular no. 2002-091 of 29 March 2002. Circular 2005-048 of 4 April 2005 specifies the organisation of the schooling of minors admitted into closed educational centres. In addition, memorandum no. 2007-054 of 5 March 2007 (BO no. 11 or 15 March 2007) sets out the recruitment and organisation conditions of the teaching service in EPMs.

## 10.6.2. General Objectives

Hospitalised children or adolescents or those in medical, healthcare and social institutions remain subject to compulsory schooling and the ministry in charge of national Education is obliged to fulfil its constitutional schooling duty, which applies to these children as it does to all pupils before and after legal schooling age. Their schooling is governed by a circular dated 18 November 1991, which tackles the objectives and major pedagogical guidelines as well as the administrative and operational organisation of the classes. The principal objectives that medical or healthcare institutions must comply with are:

- "Ensure schooling during hospitalisation periods, either by favouring the creation of groups of children and adolescents in the healthcare institution or by proposing individualised education. (...)
- Maintain a link with the school of origin, when there is one, and with life outside the hospital. Strive to integrate or reintegrate sick children and adolescents into the ordinary education system after hospitalisation periods, by anticipating this integration. (...)
- Put in place, when necessary, a process designed for home schooling, which will most often be temporary but essential in the follow-up and preparation for the return to ordinary education. As well as the specialised teacher, who knows the child or adolescent, other resources may be called upon, such as the CNED (see 6.18.). Beyond the simple schooling of sick children and adolescents during hospital care periods, their entire education and training must be taken care of, which requires medium or long-term supervision as well as the implementation of original and concerted initiatives.
- Design an education project (which) (...) outlines the principle of an individualised global project for these pupils: these are contracts combining care and education, between the child or adolescent, their family, the medical teams and their supervising teachers".

Furthermore, in the specific context of prison, education must comply with the fundamental mission of the public education service, which is to:

- Receive all training requests with equal concern for thoroughness and ambition ;
- Develop a differentiated approach at all levels of the training course, giving more to those who need it most;
- Enable people to acquire, beyond the basic knowledge, the guidelines and references essential to exercise their responsibility and citizenship;
- Prepare for qualifications or, if required, find the most relevant means of validating acquired experience for each person.

Education in a prison environment is in line with a perspective of life-long education and training.

### 10.6.3. Geographical Accessibility

When schooling in an ordinary environment is impossible, medico-social structures offer overall management, applying to 107,410 children (according to the ES 2006 survey, source: "Studies and Results", DREES no. 669, November 2008). 58% of them attend these structures full time; partial or total schooling within a national Education institution, more frequent in case of sensory disability, applies to 17% of them. Almost one in four does not benefit from school education; this proportion increases to 94% in case of multiple disability and 78% in the case of serious and severe mental disability.

There are special education and home care services (SESSAD) made up of multi-disciplinary teams whose purpose is to provide specialised support to children and teenagers in their everyday life and education environment. They can intervene in all areas of the child and teenager's life.

Depending on their specialty and the age of children monitored, these services can bear different names:

- *SAFEP*: family support and precocious education services (0 to 3 year-old sensory disabled children);
- *SSEFIS*: family education and schooling support services (children over 3 suffering from hearing disabilities);
- *SAAAIS*: autonomy development and schooling services (visually disabled children);
- *SSAD*: home care and support services (multiply disabled children).

For individual integration situations, support from the SESSAD can vary according to the child's requirements. It can include specialised medical procedures, re-education in various sectors: physiotherapy, speech therapy, psychomotor skills, occupational therapy, etc. Specialised educators can often intervene within the framework of a SESSAD; they will provide specific support to the disabled pupil. This is notably the case for children suffering from sensory disabilities (hearing or visual impairments). In other cases, similar work is carried out by an "itinerant" specialised teacher, not necessarily under the authority of the SESSAD.

When SESSAD personnel intervene in a school environment, an agreement is signed between the inspector of the constituency (by delegation of the *inspecteur d'académie*) for a school or the head teacher for *collèges* and *lycées* and the manager of the SESSAD to determine the actual conditions of the interventions.

Care and re-education can also be provided by other means: hospital services or consultations, inter-sector child psychiatry (day hospitals, outpatient clinics), CMPP (medico-psycho-pedagogical centre). In some cases, it can also be provided by general practitioners.

A list of IMEs (medico-educational institutes) and SESSADs (special education and home care services) is available on the website of the Ministry for Health and Solidarity: <http://www.sante.gouv.fr>

#### 10.6.4. Admission Requirements and Choice of School

The management of children and teenagers suffering from disabilities or serious difficulty is organised into four sectors:

- The integration and education sector, under the direct authority of the ministry for national Education;
- The medico-social sector is under the responsibility of the ministry for social affairs;
- The socio-educational sector is mostly under the authority of the ministry for social affairs and ministry for justice;
- The authority of the health sector is exercised by the ministry for health.

Article 21 of the Law no. 2005-102 of 11 February for the equal rights and opportunities, participation and citizenship of disabled persons stipulates that the committee for the rights and autonomy of disabled persons (article 146-9 of the social action and family Code) nominates the institutions or services corresponding with the child's or teenager's requirements. The decisions are made based on the assessment carried out by a multi-disciplinary team and the wishes of the disabled person, family or legal representative. The multi-disciplinary team (L. 146-8 of the above mentioned code) devises the personalised schooling project, either on its own initiative or at the request of the disabled person, their parents or legal representative. As long as the disabled child is able to exercise their own judgment, they are interviewed by the multi-disciplinary team. The multi-disciplinary team visits the person's place of residence. During the assessment, the disabled person, their parents or legal representative can be assisted by a person of their choice. The composition of the multi-disciplinary team can vary depending on the nature of the disability or disabilities.

Law for the equal rights and opportunities, participation and citizenship of disabled persons

##### 10.6.4.1. Conditions for admission and selection of the institution in the school adaptation and integration sector or medico-social sector

The **Committee for the rights and autonomy of disabled persons (CDAPH)**, replacing the departmental **Committee for special education (CDES)**, is granted jurisdiction over medico-social institutions and services, with the exception of medico-psycho-pedagogical centres (CMPP) and precocious medico-social action centres (CAMSP), which can provide care and re-education without a decision from the CDAPH.

The CDAPH can also guide pupils towards school, *collège* and *lycée* classes, complementing this orientation with measures described in the personalised schooling project (PPS), or towards specialised classes in schools or *collèges* under the authority of the ministry of national Education.

The CDAPH has jurisdiction over all children and teenagers suffering from physical, sensory or mental disabilities, from the time of their birth to the moment they start working. In addition, it grants financial aid (special education allowance, adaptation education scholarship) and the disability card. It gives recommendations on the management of school transport for disabled pupils and on the measures to be implemented for disabled pupils during examinations. If the schooling conditions do not involve special education and home care services (SESSAD), the CDAPH can delegate some of its authority to constituency committees:

- Constituency Committees for elementary and pre-elementary education (CCPE) for children in pre-school and elementary education;
- Constituency Committees for secondary education (CCSD) with jurisdiction over children in secondary education.

#### **10.6.4.2. Conditions for admission and selection of the institution in the health sector**

When a child or teenager seems to require care in a health institution, the CDAPH (see 10.6.4.1.) can only make recommendations to the family. It is the responsibility of the doctor who examines the child during a visit to make a proposal to the family.

#### **10.6.4.3. Conditions for admission and selection of the institution in the socio-educational sector**

Similarly to the school adaptation and integration sector or medico-social sector, if the CDAPH deems that the child should be subject to educational aid measures or temporarily taken away from the family environment, the CDAPH goes to the *procureur de la République* (attorney general). The juvenile court judge then investigates in order to assess the relevance of the proposed measures. In addition, families can themselves initiate proceedings with social children's aid services to obtain various forms of aid, without resorting to the juvenile court judge.

### **10.6.5. Age Levels and Grouping of Pupils**

Due to the specific characteristics of the public concerned, it is difficult to have a strict division per education cycle (an effort is made to follow the ordinary education cycles) or age category. The only obligation relates to the number of pupils per class which, for example, can be less than 5 pupils in prison depending on the number of detainees.

The allocation of school work during the school year, the weekly and daily schedule of pedagogical activities or their mode of integration into global educational activities, timetables and programmes must be adapted to the special needs of children and adolescents.

In medical and healthcare institutions, this is established by the pedagogical director, who takes into consideration the opinion of the institution's director and doctor, who must determine the aptitude of each patient.

In social institutions, the pedagogical director is in charge of adapting pedagogical activities.

Educational organisation is subject to the approval of the relevant academic authorities, who also receive a copy of the institution's annual educational project.

Teachers are involved in the design of the educational project of the medical, healthcare or social institution. They are kept informed of the health of the children and adolescents entrusted to them. They are obliged to participate in summary meetings regarding their functions or their pupils.

### **10.6.6. Organisation of the School Year**

When, due to disability-related difficulties, a pupil needs adapted schooling conditions, this adaptation is described in his personalised schooling project (PPS) with help from the reference teachers (art. 2, 3 and 4 of the decree relative to the education programme of disabled pupils).

In addition, when, due to an incapacitating health disorder, the pupil requires specific schooling arrangements, a personalised admission project is devised with help from the national Education doctor or the doctor from the mother and child welfare services, at the request of the family and with the participation of the head teacher (article 6 of the above mentioned decree). With the exception of arrangements provided within the framework of the personalised project, the pupil's schooling is carried out in ordinary conditions.

With regard to the pupils detained in structures under the authority of the ministry of justice, education is integrated into each step of the penal process, from admission, when an assessment of acquired experience is offered to the detainees who want it, to the preparation for release, in a systematic perspective of validation of acquired experience ([VAE](#), see 5.17.2.3.), through recognised certifications or the creation of a record book attesting to training courses undertaken.

Education is based on the perspective of continuing or resuming a training curriculum and preparation for a qualification. It is defined as a training process for minors or adults pursuing three fundamental objectives:

- An educational objective of personal support;
- An objective of qualification and validation of acquired experience;
- An objective of openness to the different forms of access to knowledge.

This education requires a personalised approach (including an accurate pedagogical assessment) and an organisation in well-defined time modules, adapted to the needs of the detainees and the duration of their sentence, in order to regulate the time devoted to education.

To fulfil these obligations, the services of primary and secondary education teaching staff include, on the one hand, actual teaching hours, i.e. all the activities for which detainees are present and, on the other hand, co-ordination and consultation tasks between teachers and with their various partners.

Actual teaching hours are in keeping with those stipulated by the statutory decrees of the bodies to which the teachers belong. However, primary education teachers have a special status (equivalent to 21 weekly hours over 36 annual weeks), to take into account the specific characteristics of the populations - adults who left school a long time ago, with a high level of illiteracy – with whom they primarily work. In order to ensure teaching continuity, the service is organised wherever possible over 41 weeks, in compliance with the teachers' service obligations.

As part of the service of primary and secondary education teachers, one hour per week is dedicated to the initial pedagogical assessment carried out in the admission area and the individual follow-up of the training programme. Teachers also dedicate two hours of coordination and summary on top or instead of teaching hours, depending on the situation.

### **10.6.7. Curriculum, Subjects**

A multidisciplinary team, the composition of which can vary depending on the nature of the pupil's disability(ies), establishes a "personalised schooling project" defining the procedures for schooling as well as the pedagogical, psychological, educational, social, medical and paramedical initiatives to meet the pupil's special needs. To put together this project, the committee uses the pupil's educational programme and the observations regarding the pupil's needs and skills, made in a school environment. With the exception of arrangements provided within the framework of the personalised project of education, the pupil's schooling is carried out in ordinary conditions.

Furthermore, prison services must take into account the training undertaken by national Education to guarantee their coherence and complementarity with other activities. They favour the types of detention enabling the poorest detainees to combine education and remunerated activities or access to a compensation allowance.

### 10.6.8. Teaching Methods and Materials

Pedagogical teaching methods in specialised education institutions are in line with the pedagogical methods used in general education institutions. See 10.5.

### 10.6.9. Progression of Pupils

Committees for the rights and autonomy of disabled persons (CDAPH) (see above, 10.6.4.1.) can be used to deal with school-age children as well as very young children - whose affliction resulting in or likely to result in a disability has been identified during compulsory medical examinations - and teenagers older than school-leaving age.

Once the parents' agreement has been secured, the decision of the committee is enforceable in educational institutions. If an institution believes it cannot admit a child imposed by the decision of the committee, or when it considers a modification in the status of the child's placement is appropriate, it can call upon the committee again.

"Art. L. 112-2. - In order to benefit from an adapted education programme, each disabled child, adolescent or adult is entitled to the assessment of their skills, requirements and measures implemented within the framework of their curriculum, according to a timeframe adapted to their situation. This assessment is carried out by the multi-disciplinary team. The parents or legal representative are obliged to comment on this occasion."

### 10.6.10. Educational/Vocational Guidance, Education/Employment Links

The role of the committees, linchpin in the orientation and placement system, is crucial in the development of the admission of young disabled persons into school. (see 10.6.4.1.).

Special education committees must also ensure the initial vocational training of disabled teenagers, even beyond the legal school-leaving age. Sheltered "Ateliers protégés" (protected workshops) and *centres d'aide par le travail* (vocational rehabilitation centres) provide disabled teenagers who cannot, temporarily or permanently, work in ordinary conditions, with the possibility of undertaking various professional activities, combined with medico-social and educational support.

In addition, in an effort to provide detainees with the best training and professional reintegration opportunities, a regional pedagogical unit (UPR, see 10.3.) is created in each of the nine prison regions with a view to structuring education in the prison environment.

This education is characterised by the fact that it is carried out in an enclosed environment, for mostly unqualified young people and adults: it must be primarily designed for the worst off while meeting all demands at all educational levels.

This pedagogical unit is co-ordinated with all the institutional partners involved in the reintegration policy: adult continuing education, work, development of the cultural policy, social and educational care.

The ministries of Justice and national Education have a joint duty to motivate, supervise and regulate the entire process.

## 10.6.11. Certification

The organisation of examinations and competitive examinations in primary, secondary and higher education for the acquisition of school and university certificates and qualifications by disabled candidates is governed by the circular no. 2006-215 of 26 December 2006.

Any person with a disability and taking an examination or competitive examination must send an adaptation request to one of the doctors designated by the Committee for the rights and autonomy of disabled persons (CDAPH).

During the tests, the equal treatment of all candidates must be ensured by:

- Premises accessibility (ramp, adequate lifts, adapted toilets and nearby infirmary);
- The practical installation of the examination room– sufficient space to install the candidate's special equipment;
- Technical or human support, consistent with that used by the pupil during the school year;
- Time extension upon justified request from the doctor designated by the CDAPH;
- Test surveillance, identical to that imposed upon the other candidates.

With regard to secondary education examinations or competitive examinations or [BTS](#) (see 6.10.1.), the academic authorities must take into account the measures aiming at opening special examination centres if certain candidates in healthcare institutions for long-term stay or receiving care in connection with these institutions are unable, for any reason whatsoever, to travel to the examination centres of the education institutions. If a medical certificate relative to the special conditions needed by the hospitalised candidate is required, the doctor in charge of the service will be invited to provide it.

Furthermore, the preparation for qualifications and validation of required experience in a prison environment requires that the detainees' training course be validated should they require it: depending on the situation, this validation can be made by a simple attestation of activities undertaken or validation of acquired experience by a jury or, when possible, by the presentation at an examination (certificate of general education, *brevet*, baccalauréat, university diploma).

Assessment of acquired experience must be guaranteed and the use of the record book attesting to general training courses, attached to the inter-ministerial circular of 25 May 1998, must be generalised for minors in the education system and voluntary adults in order to enable adapted supervision and study continuity in case of a transfer from a remand centre to a penitential institution or upon release. The services concerned (education and court office) must send a copy of the record book to the local person in charge of education on the site of destination. Considering the penitential population flow, notably in remand centres, pedagogical units, in close partnership with the services in charge of examinations in the [académies](#), must facilitate applications for examinations so as not to penalise recently committed or transferred detainees. Similarly, they must make the necessary arrangements to enable released persons to sit the examination that they prepared for.

Teachers send the updated list of the persons applying for examinations and test dates to the penitential institution and regional management, so that the candidates under the authority of the regional director remain on site: as far as possible and unless requested by the detainee or due to exceptional circumstances (legal or health and safety reasons), a detainee should not be transferred when near the date of an examination.

Finally, to broaden validation possibilities beyond the scope of traditional examinations, the purpose of regional pedagogical units (UPR, see 10.3.) is to initiate and be party to agreements between the regional management of prison services and public education institutions, universities or training organisations, to enrich the education offered and propose validations by academic credits or tests throughout the training course.

### 10.6.12. Private Education

There is no such thing as a private sector for separate special education in France. However, there are autonomous special education institutions and services.

The decree of 27 October 1989 and appendices and the circular of 30 October 1989 relate to the accreditation conditions of special education institutions and reception conditions of intellectually challenged or maladjusted children and adolescents. They lay the foundation of the regulation on the creation of special education and home care services (SESSAD) attached to an institution or autonomous (see also 10.6.3.).

The choice between service autonomy or organic link with an institution is made according to the best opportunities. The attachment to an institution facilitates the acquisition of the necessary technical and professional foundations along with the contracts between medico-social and educational institutions for individualised schooling. The autonomous status is justified if there is no institution nearby or when existing institutions have neither the capability nor the desire to integrate a SESSAD.

When the SESSAD is autonomous, it is managed by a director with the required qualifications and expertise. The service also includes a sufficiently staffed medical and paramedical team (at least 2 doctors), the required educational personnel as well as one or several specialised teachers. One of the two aforementioned doctors is responsible for the application of the therapeutic and rehabilitation project of the children or adolescents.

The cooperation procedures between the autonomous SESSAD and host education institutions are always formalised in the form of agreements or contracts with the relevant national Education authorities.

To date, the initiative for the creation of institutes or SESSAD projects in the medico-educational sector is incumbent upon parents and their associations. The departmental offices of health and social services (DDASS) and regional offices of health and social services (DRASS) are the main institutions responsible for monitoring these healthcare institutions and services. They give recommendations for creation or modification projects but do not initiate them. The national Education gives its recommendation after consulting the dossiers.

In addition, "internal schools" within certain social centres can partly compensate for schooling-related problems (failure, repeats, dropping out). However, children cannot undertake their entire education in this type of school. The objective remains their admission into public institutions. Internal schools are sometimes financed by the national Education system (teacher postings etc.) but some of them are not under contract.

Pupils' parents and School

## 10.7. Special measures for the benefit of immigrant children/pupils and those from ethnic minorities

*Centres académiques pour la scolarisation des nouveaux arrivants et des enfants du voyage (Academic centres for the schooling of newly arrived and travelling children, CASNAV)*



### 10.7.1. Historical Overview

For almost forty years, measures have been in place for the admission of foreign pupils over 6, newly arrived on the territory and with poor or no command of the French language. Several circulars sent to the *recteurs* and *inspecteurs d'académie* illustrated the importance given to the proper integration of the children of immigrants newly arrived in France. The first circulars governing the elementary school education of these children date back to 13 January 1970 and 25 September 1973. Their objective was to achieve the rapid admission into an ordinary curriculum so as not to exclude these pupils from the entire school community, and to maintain the republican principal of equality. In 1970, these measures resulted in the creation of initiation classes (CLIN) and integrated remedial courses (CRI) in elementary schools, and the organisation of secondary schooling in 1973. In 1986, two new circulars reiterated that "the capacity to communicate in French is a pre-requisite to the admission of foreign children into French schools, their access to the education provided in these schools and therefore their educational success." Now they refer to foreign pupils newly arrived as well as the importance of communication with their families. In 2002, after reiterating again that "school is a crucial factor of social, cultural and, in the long term, professional integration", they focus on the admission of these pupils (evaluation and posting) and informing the parents on the organisation of the education system.

### 10.7.2. Ongoing Debates and Future Developments

The minister of national education and the minister of immigration, national identity and inclusive development wish to promote an experimental operation designed for foreign or immigrant parents. This operation, called "Open up the School to parents for a successful integration" enhances the existing offer by making use of local experiments. It is part of the programme of actions of the framework agreement "for the promotion of educational success and equal opportunities for young immigrants" signed on 27 December 2007 between the ministry of national education, the ministry of immigration, national identity and inclusive development, the ministry of housing and urban affairs, the national Agency for the reception of aliens and migration (ANAEM) and the national Agency for social cohesion and equal opportunities (Acsé).

This operation is aimed at foreign or immigrant parents, i.e. parents born abroad, French nationals or otherwise. It is based on the parents' voluntary participation and fulfils the following objectives: familiarise the parents with the school institution, enable them to master the French language to facilitate their integration as well as that of their children into French society.

Circular no. 2008-102 of 23 July 2008 (BO no. 31 of 31 July 2008)

### 10.7.3. Legislative Framework

In the current state of the legislation, no discrimination can be made between French nationality and foreign nationality pupils with regard to access to public education service.

**Circular no. 2007-171 of 13 November 2007** (BO no. 42 of 22 November 2007), relative to the implementation of the obligation of education institutions to provide all pupils with general information on the acquisition conditions of French nationality for children born in France of foreign parents.

**Circular no. 2002-102 of 25 April 2002**, entitled "Mission and organisation of academic centres for the schooling of newly arrived and travelling children" (CASNAV): these centres are designed to provide the various people in charge with all the information – in terms of quantity and quality – and help come up with the adequate pedagogical solutions to the problems that school, *collège* and *lycée*

teachers are faced with. They are destined to play a role in the decision-making process, notably regarding the relationship between national Education and its partners.

**Circular no. 2002-063 of 20 March 2002** concerning enrolment and schooling terms for foreign nationality pupils in primary and secondary education. This is a rather "technical" circular, but in keeping with the strong French tradition of prioritising schooling over any other legal consideration.

**Circular no. 86-119 of 13 March 1986** on the teaching of French to foreign children newly arrived in France. It includes in particular a definition of the mission of the CLIN.

**Circular no. 86-120 of 13 March 1986** on the admission and integration of foreign pupils into schools, *collèges* and *lycées*.

**Memorandum no. 82-164 of 8 April 1982**, relative to the teaching of Arabic language and civilisation to Algerian children enrolled in French elementary schools.

**Circular no. 79-158 of 16 May 1979**, relative to the creation of a commission under the authority of the *inspecteur d'académie* with a view to setting up language and culture courses designed for immigrant children.

**Circular no. 78-323 of 22 September 1978**, relative to the teaching of their national language to Turkish pupils enrolled in elementary education.

**Order of 29 June 1977**, relative to the situation of foreign teachers in charge of teaching immigrant children enrolled in French elementary schools in their national language.

**Circular no. 76-128 of 30 March 1976**, relative to the use of school premises outside school hours for courses for foreign pupils of elementary schools, in their mother tongue.

#### 10.7.4. Evaluation and Posting

Non-French speaking pupils arriving in France in the middle of the school year benefit from a special admission process: admission units within the academic enrolment services or the [rectorat](#), explanatory brochure describing the way the French education system works, evaluation of French language skills and already acquired educational skills, prior to any orientation and posting to an education institution.

To guarantee the proper schooling of newly arrived young persons, the work carried out must be guided by two principles:

- Facilitating the adaptation of these young persons to the French education system by developing adapted aids when they arrive,
- Ensuring admission into the ordinary curriculum as soon as possible.

In primary education, newly arrived pupils are obliged to enrol in the ordinary classes of pre-school or elementary school system. Pupils from CP to CM2 classes are assembled in initiation classes (CLIN) for the teaching of French as a second language, on a daily basis and for a variable and reviewable duration depending on their needs. The objective is for them to follow as soon as possible the entire education programme in an ordinary curriculum class. However, for pupils with little or no prior school education and arriving at an age when they can enrol in cycle III, a longer period of time spent in initiation classes, up to an additional year, may be considered; long-term and personalised follow-up is necessary to avoid the progressive loss of interest of these pupils in school education.

At the end of their stay in initiation classes, the acquired knowledge of the pupils must be assessed by the teaching team.

The admission and follow-up procedures for these pupils must be set out in the school project.

While a CLIN teacher should not have more than 15 pupils in their class at one time, it is also clear that, over the course of a school year, the number of school-going children benefiting from the education provided in CLINs can be higher, as the time spent in an ordinary class must constitute a significant proportion of the time spent by these pupils in school and, progressively, the higher and subsequently exclusive proportion. In addition, the CLIN teacher can temporarily take pupils who had previously benefited from initiation education and who are in need of help to complement that provided in the ordinary class.

In secondary education, two types of admission classes should be distinguished, according to the level of school education of newly arrived pupils. For those who did not go to school in their country of origin, admission classes for pupils with no prior school education (CLA-NSA) and ordinary admission classes (CLA) should be distinguished, within a pre-determined urban perimeter, when justified by the number of pupils concerned. Pupils' placement is decided on the strength of the assessment carried out upon their arrival.

The set-up of these classes must meet the observed requirements while avoiding the presence of two or more admission classes within the same educational institution. Admission classes must not systematically be opened in priority education networks (see 10.5.).

Admission classes for pupils with no prior school education (CLA-NSA) enable pupils with little or no school education before their arrival in France who are old enough to go to *collège*, to learn French and acquire the knowledge basis corresponding to cycle III of elementary school.

In addition, newly arrived persons aged 16 and over, therefore not subject to schooling obligation, can be admitted within the framework of the local integration mission of the national Education, working toward the qualification and preparation for professional and social integration of pupils over 16. Thus, pre-professional integration cycles specialised in French as a foreign language and literacy tuition (CIPPA FLE-ALPHA) can be set up for youngsters with little or no school education in their country of origin.

Admission classes for pupils with normal prior school education (CLA) provide education adapted to the level of the pupils, based on the assessment carried out upon the pupils' arrival. They must be enrolled in ordinary classes corresponding to their education level, without exceeding a gap of over two years with the reference age of these classes, and benefit immediately from a significant proportion of the education programme offered in ordinary classes. A personalised schedule should enable them to follow, as frequently as possible, the education provided in ordinary classes. In total, the school schedule must be identical to that of other pupils enrolled at the same level.

The number of pupils in admission classes must be comparable to that of the ordinary curriculum classes of the educational institutions in which they are set up. However, their flexible operating mode in an open structure should enable the teachers not to exceed 15 pupils at a time.

Liaising between *collèges* and *lycées* or vocational *lycées* is encouraged by the networking of the secondary education institutions admitting these young pupils.

### **10.7.5. Enrolment, follow-up and schooling terms for foreign nationality pupils**

The legislation relative to compulsory schooling also applies to foreign nationality pupils. However, as with French children, it is the mayor's responsibility to deliver the enrolment certificate with which the head teacher of the school will proceed with the child's admission. Sixteen to eighteen year-old foreign minors, even though they are not subject to compulsory education, should be guaranteed a place within the school system, by naturally taking into account their level of command of the French language as well as their level of education. It is specified that the refusal to enrol a young person who

is no longer subject to compulsory education must be justified (*Conseil d'État* section ruling of 23 October 1987 Métrat parties). This refusal can be justified by a pedagogical reason.

Pupils catered for in initiation or admission classes can be integrated into an ordinary curriculum class once they acquire sufficient command of the French language, both spoken and written, and are sufficiently familiar with the operating conditions and rules of the school or educational institution.

### **10.7.6. Schooling of travelling children and children from non-sedentary families**

The non-sedentary population in France assembles travelling and other itinerant families for professional reasons (boatmen, fairground workers and circus people for example). While travelling does not facilitate schooling, which implies diligent presence in school, it should not be an obstacle in the learning projects of young people and their families.

The Law no. 98-1165 of 18 December 1998 aiming at reinforcing the control of schooling obligation, of which article 1 became article L122-1 of the education code, states that "compulsory education is provided primarily in educational institutions". In addition, the Law no. 2000-614 of 5 July 2000 relative to the accommodation and housing of travelling families, facilitating parking possibilities and extending potential parking duration to 9 months, sets out that a more assiduous and regular school education for many children from non-sedentary families should be provided.

The children of non-sedentary parents are, like all other children, subject to schooling obligation between the age of six and sixteen. They are entitled to schooling in the same conditions as other children, whatever the duration and terms of the stay, and in compliance with the same rules, notably with regard to attendance. The fact that the family is only residing on the land of a commune on a temporary basis does not affect the right to schooling, as the residence on the land of a commune is the determining factor in the choice of the admitting educational institution (article L. 131-6 of the education code). Therefore children go to the schools or educational institutions of the recruitment area where their families are parked.

## **10.8. Statistics**

See following sections.

### **10.8.1. Statistics – disabled pupils**

In 2008-2009, over 170,000 disabled pupils were enrolled in an ordinary school environment, in a School Integration Class (CLIS) or Pedagogical Integration Unit (UPI). This number amounted to 162,016 in 2007-2008 and has increased by 30% since the law of 11 February 2005 came into force. This increase is accompanied by longer curricula: in four years, the number of disabled pupils enrolled in secondary education also rose by 30%.

The number of reference teachers, whose function is to monitor the specific curriculum of each disabled pupil, increased to 1,307 at the beginning of the 2008 school year.

Pupils' support by an *auxiliaire de vie scolaire* (school auxiliary, AVS) is developing. 2,000 new individual school auxiliary positions were created at the beginning of the 2008 school year following the creation of 2,700 jobs at the beginning of the 2007 school year. In total, nearly 24,700 auxiliary positions and school life jobs are devoted to direct pupil aid.

89% of these young people are enrolled in the public sector. In primary education, 65% of the disabled pupils are enrolled in an ordinary class (individual schooling) compared with 76% of them in secondary education. However, a number of them are enrolled full-time (respectively 78% and 92%) while the others benefit from part-time schooling with, in most cases, additional therapeutic and/or educational support (94%). In addition, in secondary education, 30% of the pupils enrolled on an individual basis benefit from adapted education in SEGPA or EREA. Pupils suffering from cognitive disorders constitute 41% of the total in primary education (23% in ordinary classes and 73% in CLIS) and overall 30% in secondary education. More generally, the type of deficiency varies considerably depending on the host structure. Hospitals and medico-educational institutions respond to the therapeutic and educational requirements of 75,500 young people suffering from a debilitating disease or disability. This figure does not include young people catered for and educated for a short time (3,400 pupils).

Source: Press release of 13/02/2009, Ministry of National Education

Repères et Références statistiques, DEPP, MEN, 2009 edition

## 10.8.2. Statistics – disabled students

All data in this section is provided by Handi-U; Ministry of National Education

The survey relating to the 2008-2009 academic year lists 10,544 disabled students.

### **Evolution in the number of higher education students**

(Universities, IUFM, STS, CPGE, Engineering schools)

Academic year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2008-09
• Number of disabled students	7,145	7,650	7,548	7,557	8,411	8,783	10,544
• Increase (%)	1.7%	7.1%	-1.3%	0.1%	11.3%	+0.63%	20%

\*As feedback for 2007-2008 was limited, the results are not significant.

### **Number of disabled students by major type of disability**

Type of disability	Visual disability	Hearing disability	Motor disability	Mainly psychological disorder	Health disorder evolving over a long period	Language disorder (dyslexia)	Temporary disability	Other disability	Total
2003-04	1,064 16.9%	661 10.5%	1,529 24.4%	783 12.5%	899 14.3%	-	289 4.6%	1,056 16.8%	6,281
2004-05	979 16.2 %	651 10.8 %	1,366 22.6 %	868 14.4 %	904 15 %	-	412 6.8 %	861 14.2 %	6,041
2005-06	1,044 16.3%	671 10.5%	1,492 23.3%	683 10.6%	978 15.3%	381 5.9%	316 4.9%	847 13.2%	6,412
2007-08*	818 12.2%	668 10%	1,473 22%	758 11%	1,055 15.7%	742 11.1%	446 6.6%	741 11.1%	6,701
2008-2009	1,153 13.64%	743 8.79%	1,893 22.40%	847 10.02%	1,253 14.82%	979 11.58%	439 5.19%	1,145 13.55%	8,452

\* 2006-2007 data is unavailable; 4 *académies* out of 32 responded for CPGE and STS classes; 63 responses out of 91 universities; 18 responses out of 79 for public engineering schools and 5 responses out of 32 for IUFMs;

## 10.8.3. Statistics – foreign pupils and students

During the 2008-2009 school year, 34,700 newly arrived and non French speaking pupils were enrolled in primary and secondary education: 16,950 in a primary school, 14,750 in a *collège* and 3,000 in a *lycée*, most of whom (60%) in a vocational *lycée*. These pupils represented 3.7% of the total number of pupils. On the whole, 85% of the newly arrived pupils listed by the survey were enrolled in specific classes or benefited from one-off support as of the survey dates.

In secondary education, the most represented countries of origin are, in descending order, Morocco, Portugal and Turkey. In secondary education with the exception of adapted education (SEGPA), the proportion of foreign nationality pupils in 2008-2009 remained significantly higher in the public sector

(3.4%) than in the private sector (1.7%). In adapted education, foreign pupils are over-represented: their proportion reached 4.4%. The proportion of foreign nationality pupils also varies depending on the ordinary education curriculum. In 2008-2009, it was higher in the vocational curriculum (4.7%) than in the general and technological curriculum (2.6%). Therefore foreign pupils are less inclined to embark on long-term studies than other pupils.

With regard to higher education, there were 266,400 foreign students in France in 2008-2009 (11.9% of the student population), i.e. a 2.3% increase on 2007-2008.

In university (excluding IUFMs), nearly one in five foreign students is from the European Union (17.8%), nearly one in two from Africa (46.7%) and one in five (22.5%) from Asia. Foreign students represent 15.4% of those enrolled. This proportion increases significantly with the curriculum: they represent 10.8% of the students enrolled in *licence* curricula, 20.4% in *master* curricula and 39.9% in doctorate curricula.

The proportion of foreign students in IFM, paramedical and social schools, accounting courses outside university, IUT, STS and CPGE is low (1% to 6%).

**Source:** [Repères et Références statistiques](#) (Facts and statistical references), DEPP, MEN, September 2009 edition

[Repères et références statistiques sur les enseignements, la formation et la recherche](#)

[Statistical facts and references on education, training and research](#))

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# 11. The European and International Dimension in Education

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## 11.1. Historical Overview

Cultural cooperation, or "cultural diplomacy" is a constant in the history of French politics.

Many diplomats, from the 16<sup>th</sup> century until the mid-19<sup>th</sup> century, were first and foremost cultured men. In the 18<sup>th</sup> century, one of the most remarkable of these well-read diplomats was probably Cardinal de Bernis, friend of the encyclopaedists, ambassador in Venice and then Rome for 25 years. In the 20<sup>th</sup> century, Alexis Léger, better known under his pen name of Saint-John-Perse, Paul Claudel, Jean Giraudoux and many others contributed to enhancing the cultural aspect of French diplomacy.

In 1789, the Revolution tried to "nationalise" the external cultural action to spread their "new ideas". Napoleon continued this almost messianic work, supported by the "proselytising strength of the French language" (Joseph de Maistre). In 1848, Lamartine was appointed minister for Foreign Affairs and was the first person to consider a culturally enhanced foreign policy, based on a network of French educational institutions. In this spirit, the University St-Joseph was created in Beirut in 1881, followed in 1909 by a "French School and Work Abroad Service", under the authority of the minister for foreign Affairs. But it was only in 1929 that the first cultural partnership agreement was signed, with Iran.

However, "cultural diplomacy" only started developing on a larger scale from 1945, multiplying bilateral cultural, scientific and educational agreements at an exponential rate, almost always including specific provisions promoting the mobility of pupils and students, and later that of teachers.

From 1945 to 2000 three evolutionary phases contributed to the profound transformation of French "cultural diplomacy":

The first phase lasted from 1945 to the late sixties and was characterised by a cultural and educational focus. For instance, in 1947, the inauguration of the *Maison française d'Oxford* saw the beginning of a significant flow of university and general student exchanges. In 1954, a cultural partnership agreement was signed with federal Germany and served as the basis for the construction of a very dense network of secondary education pupil and teacher exchanges. In 1963, this agreement resulted in the creation of the Franco-German Youth Office within the framework of the *Elysée Treaty*.

In 1955 and 1957 agreements were signed with Tunisia and Morocco and, from 1961, all French-speaking African countries who had gained their independence (with the exception of Guinea Conakry) signed educational cooperation agreements (the posting of French teachers, diploma recognition etc.).

Then, during the sixties, mainly cultural agreements were signed, first with communist countries then with certain democratic countries. In 1968, an agreement was signed that created the Franco-Quebec youth Office. This office contributed to vast amounts of exchanges of pupils and students until the late eighties.

Finally, specific agreements regarding the exchange of language teachers (German, English, Spanish, Italian) were signed in the mid-60s with Germany, then in the 70s with Great Britain, Ireland, Australia, the United States, Italy, Austria and Spain. The objectives of these exchanges were to enable modern language teachers to perfect and complete their language and vocational training, to acquire in-depth knowledge of the country or countries of which language they taught and to contribute to the international opening of French and foreign education systems.



The second phase, from the seventies to 1985, corresponds with the French technological and scientific breakthrough onto the international stage (Ariane, TGV, medical research on the AIDS virus) and influenced the signing of bilateral –with developing countries – and multilateral agreements in these areas, increasing the exchanges of professors-researchers, the development of thesis co-supervision and the arrival of foreign students in the third university cycle.

The third phase, from 1985 to 2000, reflects the closer links between the ministry for Cooperation and the ministry of foreign Affairs, with priority given to the aid for development, aid for the democratisation of former communist countries (training of civil servants, magistrates, policemen etc.) and the extending of technical cooperation and assistance agreements signed with our former French-speaking colonies to other non French speaking African countries with a similar level of development.

During that phase, a significant increase in student and teacher exchanges with European Union countries was observed.

Cultural exchanges took a back seat and the financial effort devoted to them went primarily to the audiovisual sector (cinema, television, radio). Traditional cultural exchanges must now be more self-financed via market resources.

## 11.2. Ongoing Debates and Future Developments

To encourage young people's mobility, the French presidency of the European Union (from 1<sup>st</sup> July to 31 December 2008) focused on the reinforcement of the European area of education and vocational training. The partner States of the Bologna process agreed to establish a genuine map of higher education in Europe, thereby facilitating student guidance in accordance with their own vocational project. A European ranking of universities should be developed by 2010.

The Council notably agreed that, after 2013, each young person (*lycée* pupils, students, young people undergoing a vocational course regardless of the status) should have the possibility of some sort of mobility during their study or training career.

The objective to increase the mobility of teachers, instructors and educational teams was also adopted. In this respect, the Erasmus Mundus programme was extended to doctorate level as of 1<sup>st</sup> January 2009.

The French Presidency was also an opportunity to underline the importance of apprenticeships, a genuine area of excellence in Europe, notably via the organisation of the first European meeting of young apprentices on 3 October 2008, with more than 10,000 participants.

Furthermore, on 23 September 2008, the minister in charge of national Education signed the agreement between the French ministry of national Education and the College Board in New York, for the organisation of the French-US *baccalauréat*, following the example of the agreement signed with Spain at the beginning of 2008 for the "Bachibac".

The French-US *baccalauréat* replaces certain *baccalauréat* tests with Advance placement (AP) modules defined by the College Board (a non-profit association uniting over 5,400 US school and university institutions, the purpose of which is to prepare *lycée* pupils for US higher education).

The objective of this new dual certification is notably to reinforce the appeal of French *lycées* in the USA by enabling their pupils, in particular US pupils, to benefit from both the *baccalauréat* and US APs at the end of their education, thereby allowing them access to both US and French universities.

The first session of the French-US *baccalauréat* will be held in 2011 while the courses will start in *première* classes at the beginning of the 2009 school year.

A similar agreement on EsaBac (*Esame di Stato – baccalauréat*) was signed during the French-Italian summit of 24 February 2009. It stipulates the dual award of French and Italian diplomas validating the end of secondary education, the *baccalauréat* and the *Esame di Stato* upon completion of the curricula in the European and international sections of both countries.

Negotiations for the signing of similar agreements have been initiated with the Czech Republic, Israel and the UK. France signed the first agreement of this type with Germany in 1994 with the "AbiBac".

A financial allowance called *Parcours de réussite professionnelle* – PARP (Professional success course) was created in 2009 (order of 3 February 2009) to recognise and support the merit of young foreigners whose families have durably relocated to France and who, despite linguistic and cultural adaptation difficulties in their migration experience, have demonstrated remarkable educational achievements and committed to higher education studies in university institutes of technology (IUT), higher technician section (STS), vocational *licence* or preparatory class for *grandes écoles* (CPGE).

Furthermore, 2010 is the "France-Russia" year. On this occasion, numerous events are organised throughout the year in relation to culture, education, higher education, science, youth and sport. They aim at raising the profile of the partner country's history, culture, economy and modern reality as well as boosting Franco-Russian cooperation. Many initiatives are supported by the ministry of national Education, such as actions promoting pupils' mobility, a conference on the reforms of education systems in both countries or a school chess championship.

## 11.3. National Policy Guidelines/Specific Legislative Framework

This section endeavours to present an overview regarding France's participation in four major multilateral organisations, with authority in the sectors of education, higher education and research: the OECD, UNESCO, European Union and Council of Europe. The ministries for national Education, higher Education and Research co-operate with these institutions on the following issues: update and communication of the work carried out, advisors' representation and appointment, participation in the definition of the programmes and finally the co-funding of priority projects.

### 11.3.1. Cooperation with the OECD

In the educational sector, France is an active partner of the OECD – which involves 30 countries and has had a fully-fledged education department since 2002. Several international surveys on pupils' acquired knowledge have complemented summary evaluations (see chapter 9. ). Conducted by the OECD or international associations, or by virtue of agreements between European countries, they enable the identification of the pros and cons of the French education system. Furthermore, bilateral comparison initiatives are carried out on the request of the ministry of foreign affairs to design educational policy evaluation procedures; this is the case with Brazil, Hungary, Russia and Slovakia.

The ministry of national Education is particularly involved in international comparison activities. These activities are split between indicators/evaluations and studies/thematic examinations:

- **Indicators and evaluations**
  - **Programme for international student assessment – PISA.** This programme aims at producing indicators assessing the skills of 15 year-old pupils in reading, mathematics and science. Data collection is organised in three-year cycles. It involves 400,000 young people from 57 countries;

- **Education indicators INES.** This annual collection of statistics on the performance of education systems is published in the annual reference book *Regards sur l'éducation* (Overview of the education system);
  - **Added value models in the national Education system.** France is involved in this new study on the measurement of the added value of education institutions in OECD countries;
  - **Evaluation of adult skills.** The ministries in charge of national Education and higher education, along with the ministry in charge of Employment, are involved in the development phase of a survey dedicated to the evaluation of adult skills. The results will be available in 2013.
- **Thematic examinations and studies**
    - **Improve the management of school institutions:** this new theme is in line with the "attract, train and retain quality teachers" process. France submitted its national report to the OECD in October 2007;
    - **School and vocational education:** new activity;
    - **Equality in education:** France was involved in this OECD study. It submitted its basic report in December 2004 and presented it during an international OECD meeting in Paris in September 2005;
    - **Education and integration of young children:** the comparative report of the countries participating in this activity, including France, was presented during an international conference in 2006;
    - **International network against bullying and violence at school:** this network, jointly coordinated at international level by the OECD and the Norwegian ministry of Education, was set up in June 2005. France is involved along with 20 other countries;
    - **Training of migrants:** new activity.

### 11.3.2. Cooperation with UNESCO

The ministry collaborates with UNESCO on Education for all and provides French expertise during the major Unesco meetings on educational and scientific issues.

#### 1) Actions of the ministry of National Education

- Help establish France's positions, in close collaboration with the ministry of foreign Affairs;
- Support UNESCO's educational and scientific action;
- Support the international Institute for educational planning (IIEP);
- Participate in the operation of the French Commission for UNESCO. This commission involves the participation of institutions, experts and civil society in UNESCO missions;
- Support the projects of the French Commission for UNESCO.

## **2) Partnerships between UNESCO and the ministry**

- French national commission for UNESCO (C.N.F.U.)

The C.N.F.U. constitutes an interface between public authorities, the intellectual community and UNESCO. It brings together personalities, experts, voluntary representatives from institutions and civil society. It is under the authority of the ministries in charge of foreign Affairs, Culture, higher Education and Research, Education. This commission has three principal duties:

- promote France's intellectual influence at UNESCO;
- promote UNESCO's influence in French society;
- form and implement international cooperation in UNESCO's areas of expertise, in accordance with France's priorities.

- Network of schools associated with UNESCO

This network involves 7,000 institutions worldwide, approximately 150 of which are in France. UNESCO gives a label to these institutions because they commit to:

- promoting the organisation's key themes;
- developing school projects and exchanges;
- participating in international meetings.

The French network is coordinated by the French Commission for UNESCO.

- International Institute for educational planning (IIEP)

Located in Paris, the International Institute for educational planning (IIEP) is a UNESCO training and research centre specialising in the management and planning of education systems. Since its creation in 1963, the IIEP has trained nearly 6,000 senior education executives from 160 countries in French and English.

[www.unesco.org/iiep](http://www.unesco.org/iiep)

### **11.3.3. Cooperation with the European Union**

The Socrates II and Leonardo II programmes as well as the Jean Monnet action are now an integral part of the **Life-long education and training programme**. This programme is made up of four sector-wide programmes:

- **Comenius** for school education, which concerns primary education institutions and general, technological or vocational secondary education institutions;
- **Leonardo da Vinci** for vocational education and training (excluding higher education);
- **Erasmus** for higher education (including work experience in a European country);
- **Grundtvig** for the education and training of all adults.

In France, the one-stop Agency for the **life-long education and training programme** is located in Bordeaux: the Europe-Education-Training France agency. It is made up of representatives of the ministries in charge of national education, higher education and research, vocational training, employment, agriculture and foreign affairs. It also includes stakeholders from the vocational education and training sectors. The agency's role is to inform and advise school institutions and training or guidance institutions. It also:

- makes decisions on the allocation of European subsidies for nationally managed programmes;
- monitors the implementation of the actions from an administrative and financial point of view;
- participates in programme evaluations;
- provides general guidelines and action priorities.

While its operation is jointly funded by the European Commission and the State, its activities are almost exclusively financed by the European Commission.

France's involvement in this programme, boosted by the French Presidency of the European Council (second semester of 2008), which helped make mobility a major objective of the European Union for the years to come, is a good way to reinforce the sense of belonging to Europe as well as social and professional integration into a globalised environment.

In this context, the priorities for 2010 are as follows:

- reinforce the contribution of lifelong education and training to the realisation of the Lisbon objective: endowing the European Union with the most competitive knowledge economy, characterised by sustainable economic development, more quality jobs and greater social cohesion;
- support the completion of the "2010 Education and Training" work programme and the implementation of the new strategic framework for European cooperation in the education and training domain ("2020 Education and Training") by promoting the development of lifelong education and training and mobility, by helping improve education and training quality and efficiency, by promoting equity, social cohesion and active citizenship and by encouraging creativity and innovation at all education and training levels in Europe;
- respond to future requirements in terms of skills (Commission communication on "new skills for new jobs");
- reinforce cooperation between universities and companies (Commission communication on "a new partnership for the modernisation of universities: the EU forum for university-business dialogue");
- create the conditions to increase the mobility of European citizens, notably via a greater transparency of the education and training systems and a significant improvement in the recognition of training periods abroad.

#### **11.3.4. Cooperation with the Council of Europe**

In 2008-2009, France was particularly involved in the educational actions of the Council of Europe, i.e.:

1) As part of the "Education of Rom children in Europe" programme, the European colloquium *Roms d'Europe, Ruptures, Accueils et Scolarisations* was organised in Besançon in December 2008, for the attention of a broad target audience of local, national and international students, researchers and professionals.

2) As part of the European University of commitment: meeting in Dunkerque from 26 to 28 August 2008.

3) As part of the European colloquium: "16-18 year-olds in France and Europe", on 16 and 17 October 2008 in Paris X Nanterre university.

The immediate and future integration of 16 to 18 year-olds without a qualification and not part of the training system is durably compromised. Most often, these young people come from families lacking in financial, educational, social and linguistic resources. They are often newly arrived young people or with immigrant backgrounds and/or from working-class areas. The persisting contradictions between access to adult status at age 18 and the end of compulsory education are a source of treatment

inequalities between young people. This is a major concern for institutional stakeholders in the education, training, employment domains and elected officials in France as well as European Union countries.

The themes tackled were as follows:

- What public policies should be implemented to provide global and adapted responses to this age category?
- What treatment?
- What educational continuity?

4) As part of the Pestalozzi programme and activities of the "Intercultural Education and exchanges" project, a workshop designed for secondary education teachers (11 to 18 year-old pupils) was organised in Sèvres in March 2009;

The main orientation of the training activity was to:

- Confront the different approaches to violence at school;
- Provide pedagogical and educational responses to violence;
- Discover and assess pedagogical tools;
- Exchange information, points of view, practices, experience and ideas on the subject;
- Develop networks with other teachers and instructors interested in the subject.

### **11.3.5. Recognition of foreign qualifications in France**

The ENIC-NARIC France Centre gives information on the acknowledgement of foreign diplomas in France and awards a certificate of acknowledgement of the level of education obtained in the country of origin. In France, there is no legal principle setting out the equivalence between a diploma or certificate obtained abroad and a diploma or certificate awarded by the ministry for national Education, higher education and research.

The certificate of acknowledgement of the level of education is therefore awarded for information purposes and can be presented within the context of enrolment in a French higher education institution. The president of the university or director of the institution in question will determine the admission level on the proposal of a pedagogical committee (see inter-ministerial decree no. 85-906 of 23 August 1985).

This certificate can also be attached to an application file sent to an employee or to the administration organising the examination, which has the responsibility of assessing whether the qualifications offered correspond to the appropriate knowledge required for the application.

Information on the ENIC-NARIC France Centre, its activities and regulated occupations can be obtained at: [www.ciep.fr/enic-naricfr](http://www.ciep.fr/enic-naricfr)

As the ENIC-NARIC France Centre is part of the ENIC-NARIC European network, it participates in this capacity in the setting up of European recognition tools in order to facilitate people's mobility. This centre was named as the contact point in France for the implementation of Directive 2005/36/CE on the recognition of professional qualifications in Europe.

## 11.4. National Programmes and Initiatives

France's international policy with regard to education encompasses two levels: bilateral and multilateral. (see following sections)

### 11.4.1. Bilateral programmes and initiatives

Complementing the European and multilateral cooperation, the bilateral approach makes it possible to establish sustainable links between France and its main European and international partners.

#### 11.4.1.1. Bilateral initiatives and programmes in school education

##### 1) European cooperation (Western and Eastern Europe)

With regard to school education, significant partnerships have been established with Germany, the UK, Spain and Central and Eastern European countries (CEEC).

##### **a) Franco-German cooperation:**

In line with decisions made during Franco-German summit meetings and, since 2003, Franco-German Cabinet meetings, the development of bilingual education and, more generally, the promotion of the partner's language, is the object of special focus. The following significant examples of this cooperation should be noted:

- The network of "AbiBac" educational institutions simultaneously awarding the [baccalauréat](#) and Abitur diplomas;
- European sections in France and bilingual French programmes in Germany;
- Franco-German [lycées](#) preparing for the Franco-German [baccalauréat](#) (Sarrebruck, Fribourg and Buc);
- International sections (SI) preparing for the option of the international [baccalauréat](#) (OIB) enabling the award of both [baccalauréat](#) and Abitur diplomas.

In order to revive the learning of the German language in France and of the French language in Germany, a plan of action regarding languages was decided by the Franco-German Cabinet meeting of 26 October 2004. Its objective is to increase the number of pupils learning German in primary school and the number of European sections by 20% in 5 years. It also aims at increasing the number of "bilingual" 6ème classes by 50% in 5 years (classes in which English and German are taught on a par). This plan includes, among other measures, the implementation, at the end of *collège* education, of a language certificate based on the common European language Framework (CECRL), the extension of the AbiBac to all *académies* as well as provisions aiming at increasing pupil mobility.

With a view to encouraging the mobility of pupils in vocational education and apprentices, three types of action are under way: general comparability between CAP, BP and vocational baccalauréats diplomas and the corresponding German diplomas, development of exchanges between pupils and apprentices in vocational training and building up of common references that may result in common diplomas.

School cooperation has also given birth to a Franco-German history textbook project, designed for [lycée](#) classes, with 3 volumes which have been published in 2006. This textbook is in line with the

school programmes effective in both countries. It has been published in French in France and German in Germany.

Furthermore, on the occasion of the celebration by the president of the French Republic and the Chancellor of the Federal Republic of Germany of the fortieth anniversary of the Elysée treaty on 22 January 2003, a decision was made to turn the 22 January of each year into the "Franco-German Day" in both countries.

In 2009, this day was celebrated for the 6<sup>th</sup> time based on the theme "Put some German in your game". The schools and secondary education institutions of both countries were invited to organise cross-sectional activities with help, when necessary, from external partners (institutions or media from the partner country, stakeholders from the economic and cultural sectors, native speakers of the partner's language, pupils or students having participated in exchanges etc.).

On this occasion, a "Company discovery day" enabling pupils to visit a company from the partner country or with close connections to the partner country, located in their region, was organised for the fourth consecutive year, sponsored by the two Secretary Generals for Franco-German partnership. The success of this initiative is reflected in the increasing number of pupils and companies involved: in 2009, nearly 3,000 French and German pupils compared with 1,800 in 2008, visited 140 companies, institutions or ministries, i.e. 60 more than last year.

#### **b) Franco-British cooperation**

In February 2003, France signed an educational cooperation agreement with Great Britain: the Le Touquet agreement on education. This agreement is implemented by 3 entities: the French ministry of national Education, the English Department for Children, Schools and Families and the Scottish government. During the 28<sup>th</sup> Franco-British Summit, which was held in Paris in June 2006, the French minister in charge of national Education and the British minister for school Education in the United Kingdom signed an "administrative arrangement" which will be used as a framework for educational cooperation between the two countries for the next four years, and which follows on from the 2003 Touquet agreements. The "administrative arrangement", in force until 2010, contributes to the development of the Europe of knowledge, in accordance with the Lisbon process, and builds closer relationships between the English, Scottish and French education systems via concrete joint achievements:

- **Training of teachers and managerial staff**
  - pursue and develop the cross-training programme designed for primary education trainee teachers and extend this programme to secondary education teachers;
  - encourage cooperation in the training of managerial staff in *collèges* and *lycées* based on the theme of the steering of secondary education institutions.
- **School partnerships**
  - pursue and promote partnerships, more specifically educational cooperation projects between schools, *collèges* and *lycées*, via pupil exchanges or by means of information and communication technologies, notably as part of the exchange programme between Language Colleges and European sections and the eTwinning European programme;
  - promote practical work experience for pupils, teachers and heads of institutions with a view to developing innovative pedagogical projects.
- **Exchanges on themes of common interest**



- pursue exchanges of points of view and best practices as part of groups of experts. The themes are defined jointly and renewed every two years. The themes selected as a priority are:
  - School-Family relationships,
  - education in responsible behaviour: citizenship, nutritional education and food,
  - decentralised cooperation,
  - joint development of education programmes and certifications for vocational purposes, relative to the labour market, more specifically for 14 to 19 year-olds.
- encourage exchanges of information and best practices between pedagogical experts, as part of video conferences called "café education" three to four times a year, on themes defined jointly.

More recently, during the Franco-British Summit of 27 March 2008, the UK and France decided to act together, on a bilateral, EU and international level, to contribute to the "organisation of globalisation". Priority action domains include: migration, climate change, energy, world prosperity and education.

### **c) Franco-Spanish cooperation:**

The school context is favourable to Franco-Spanish cooperation, as Spanish and French are respectively the second most studied languages in France and in Spain. In this context, the objective of the cooperation is, among other things, the development of exchanges between the 650 Spanish European sections in France and the 120 French bilingual sections in Spain. There are 12 comprehensive Spanish international section curricula in France benefiting from the support of 50 Spanish teachers placed in French education institutions.

On the occasion of the Franco-Spanish summit, the minister of national Education and the Spanish minister of Education signed an important dual certification agreement on 10 January 2008.

The bi-national certification system is based on a genuine bi-cultural curriculum as well as on a common education programme and evaluation tests.

The signed agreement establishes a mixed educational course for bilingual schools from both countries. The curriculum and programmes are established jointly, in languages and literature and also in a non-linguistic subject, which can be part of the social science or scientific domain.

The two diplomas ("Bachibac" in France and "Bachillerato" in Spain) entitle French and Spanish pupils to direct access to French and Spanish higher education by virtue of the provisions specific to the Ley Organica de Educacion relative to the graduates of European Union member countries.

Finally, the minister of foreign and European affairs presented a Bill in September 2008 "authorising the approval of the framework agreement between the Government of the French Republic and the Government of the Kingdom of Spain regarding the educational, linguistic and cultural systems in the school education institutions of both States". This agreement reinforces cooperation between both States in the sector of the education and teaching of French and Spanish languages. In particular, it provides a legal framework for the special systems implemented in both countries (notably French sections in the institutions of the Spanish autonomous communities and Spanish-language international sections in French institutions).

### **d) Cooperation with Central and Eastern Europe (CEEC)**

France provides its expertise on the following issues: aid of school pupils experiencing difficulties (Slovakia, Hungary, Rumania, Bulgaria); assessment of the education system and implementation of statistical steering tools (Russia, Slovakia, Poland); training of education management staff (Bulgaria, Check Republic, Rumania); setting up of national examinations at the end of secondary education, similar to the [baccalauréat](#) (Hungary, Check Republic, Slovakia, Bulgaria) and vocational training (Hungary, Check Republic, Bulgaria).

## **2) International cooperation**

France develops cooperation projects, in particular with developed countries such as the USA and Japan and with emerging countries like India, China, Brazil and Mexico, without neglecting the cooperation traditionally developed with African countries.

### **a) Cooperation with the USA and Canada:**

Three programmes, structured and supported by the ministry of national Education and ministry of foreign Affairs, carry out part of the educational cooperation regarding pupil mobility and exchange of good school education practices:

- The French teaching programme in Louisiana;
- The "common History – Franco-Quebec life stories" competition;
- The "Alternative schools and innovation" Franco-American programme.

As the federal system of the United States leaves a lot of initiative to the States in terms of education, the so-called "decentralised" cooperation is developing more and more. Two new partnerships have been implemented, in conjunction with the French Embassy in the United States, between the State of Kentucky and the Dijon academy and the State of Connecticut and the Toulouse academy.

See also 11.2.

### **b) Cooperation with Asia and Oceania**

This is a heterogeneous and complex geographical area. Demographic, economic, political and social differences, as well as the development of intra and inter-regional relationship (ASEAN, SEAMEO, ASEM, etc.) have a very direct influence on the nature of the cooperation projects, on the objectives to achieve and the methods of achieving them. The priorities of cooperation distinguish two groups of countries: 1<sup>st</sup> group: Japan, China, India; 2<sup>nd</sup> group: Korea, Singapore, Vietnam, Thailand, and Australia.

#### China

The Franco-Chinese cooperation has made it possible to build a partnership between a network of educational institutions, made up of *lycées* specialising in training for the hotel and tourism industry, decorative arts and fashion trade, and Chinese institutions.

The appointment, for the first time of a general national Education inspector (I.G.E.N.) of Chinese, reflects the development of educational cooperation between France and China, and attests to the growing importance of Chinese in the French education system.

#### South-East Asia

A number of countries like Vietnam, Laos and Cambodia encourage the learning and use of the French language at various educational levels. In this context, the objective of the cooperation is to support and promote the teaching of the French language in these countries in order to train a body of French-speaking executive managers, thus contributing to the development of these three nations.

### **c) Cooperation with Africa (French-speaking African countries and South Africa)**

For the African countries affected by the cancelling of the debt of the poorest countries, and in order to guarantee education for all, an accelerated procedure has been decided upon by all bilateral and multilateral money lenders. The construction of schools and organisation of education systems have already been selected. In the second phase, in the short term, the expertise of the French education system will be put to use, notably regarding the management of the systems, the training of educators and educational personnel.

Finally, the cooperation should focus on projects in terms of technological and vocational education.

## **11.4.1.2. Bilateral programmes and initiatives in higher education**

### **11.4.1.2.1. Cooperation with European countries**

Since 1997, the creation of bi-national university networks has underlined a new dimension in university cooperation. These networks develop cooperation methods for the validation of studies carried out in the partner country. This studying period can result in a diploma from the university of origin or a double diploma or joint diploma, provided that the curriculum is jointly implemented. The "bi-national university network" definition covers various configurations: Franco-German (1997) and Franco-Italian (1998) universities, created by an inter-governmental agreement; cooperation networks or programmes designed to implement "integrated curricula" or research projects.

- **The Franco-German University (U.F.A.)** was founded in 1997 by an inter-governmental agreement ("Weimar agreement"), effective in September 1999. The U.F.A. is equally funded by both French and German governments. It is an institution with a dispersed campus, whose administrative head office is in Sarrebruck. In partnership with the French and German institution members of its network, the U.F.A. supports training courses, doctorate schools and meetings between young research scientists. It organises each year in Strasbourg the Franco-German Forum assembling students, companies and higher education institutions. There are over 100 integrated curricula in France and Germany, in all disciplines, leading to a double or joint diploma. Over 4,500 male and female students are currently part of the integrated education of the Franco-German University.
- **The Franco-Italian University (UFI)** was founded by the inter-governmental agreement of 6 October 1998 during the Florence summit meeting. Made up of a scientific council of 14 members and two secretary generals, the UFI has two head offices, in Grenoble and Turin. The UFI is the head of a network of universities, based on an annual appeal for projects, VINCI, on partnership training projects (10 each year on average), support grants for co-supervised doctorate theses (30/country/year) and research allowances (5 / country/year).
- **The Franco-Dutch university cooperation network.**
- **The Franco-Portuguese programme of "integrated Franco-Portuguese university initiatives"** (monitored by the conference of university presidents -CPU- and recteurs' council of Portuguese universities – CRUP);
- **The Franco-Hellenic joint masters programme.**
- **The Alliance programme** providing British and French research scientists with the opportunity of a cooperation on a common interest project;
- The creation, by the Sorbonne university, of a **faculty in the Saint Kliment Ohridski of Sofia**, Bulgaria, in January 2007. The first qualification awarded is a master in "human resources management and social responsibility".

#### **11.4.1.2.2. Cooperation with developing countries**

*(Source for this sub-section: investigation report of the High Council for International Cooperation (HCCI), September 2007; the HCCI was disbanded in December 2008 and its duties were taken over by the inter-ministerial committee of international State networks, created by decree in February 2009)*

Academic and scientific cooperation with developing countries represents a crucial issue for their development strategies. This academic cooperation policy enables France to focus on the training of elites in emerging countries and respond to their expectations.

The strategies of the institutions are manifold with varying levels of ambition. The less sophisticated are limited to setting out priority actions by country and geographical area, while the most ambitious aim at putting in place cooperation with an effective and durable impact on partner institutions at educational, scientific and administrative level. Many institutions are worried about the admission conditions of foreign students from these countries.

The strategies of most education institutions are partly based on the history of their international relations with developing countries. The strategic approach of the institutions also combines several of the following elements:

##### **Skills promotion**

Education institutions want to advertise their areas of expertise with a view to promoting a quality and expert educational offer. Some of them choose to focus their cooperation on key disciplines with a level of excellence (Bordeaux 2; Clermont 1 on development economics; IEP on political and social science; Lille 2; Lyon 1 on medicine; Marne-la-Vallée; Montpellier 1 on medicine; Perpignan; Strasbourg 3 etc.).

##### **Response to the requirements of developing countries**

The effort to respond to the specific needs of the countries is often highlighted, as part of a partnership-based approach.

##### **Search for greater efficiency**

There are many reasons to cooperate. Certain institutions have political motivations for their commitment to developing countries. The objective of most institutions is to train managers, train instructors and reinforce local scientific capacity through education and research. A more innovative approach for certain institutions is the commitment, beyond the educational support aspect, to consulting activities for the adaptation of their partner institutions' education systems to the implementation of the European LMD system and to improving the governance of partner universities, by supporting the institutional and administrative organisation (Bourgogne; Clermont 2; Evry; Grenoble 1; Le Havre; Lille 2; Limoges etc.).

Beyond the common strategic elements mentioned above, education institutions often specify priority intervention guidelines at geographical and disciplinary level and according to the education level.

Furthermore, the "Hubert Curien partnerships" are the new name of the integrated cooperation action programmes (PAI). A PAI is a bilateral research project, proposed jointly by a French team and the team of another country officially recognised by the relevant French authorities and their counterparts in the partner country. The joint proposals are evaluated twice by scientists in each country. A bilateral committee makes the final decision with regard to the projects, in a very competitive process which guarantees the scientific excellence of the applications. They are in line with the policy designed to

support international scientific and technological exchanges of the ministry of foreign affairs; they are implemented with help from the ministry in charge of national Education and the ministry in charge of higher Education and research.

Financial contributions are designed to finance the extra cost of the projects at international level as well as researchers' transport and accommodation expenses. Nearly 2,000 projects are supported every year, generating approximately 10,000 transfers.

### **A) Cooperation with Latin America**

Cooperation with Latin America mobilises the largest number of university cooperation projects (722) ahead of South East Asia (608), North Africa and the Middle East (582), sub-Saharan African countries (418) and central Asia and Asia Minor (77). Exchanges are significant with 6 Latin American countries: Argentina (95), Brazil (242), Chile (69), Colombia (62), Mexico (128) and Venezuela. The review is restricted to these countries. Two cooperation programmes finance the cooperation between French higher education institutions and their Latin American counterparts: the ECOS programme and the CAPES CPFECUB programme (solely for Brazil). The objectives of the ECOS programme are education in and by research and the reinforcement of research training programmes. It supports joint research projects. Between 2000 and 2005, the programme was allocated 6.7 million Euros by the ministry of Foreign Affairs. From 1993 to 2005, it financed 748 projects, 208 of which are ongoing, split between 6 countries: Mexico (152 projects financed in this period), Colombia (60 projects financed), Venezuela (49 projects financed), Chile (281 projects financed), Argentina (158 projects financed) and Uruguay (65 projects financed).

#### **Argentina**

Most of the inter-university agreements with Argentina relate to exchanges of students with master's degree and doctorate level and teacher-researchers, and to the organisation of symposiums in all disciplinary domains. Argentinean institutions have training requirements in certain specialties, resulting in educational missions or the implementation of *licence* and master's degree curriculum, in particular in law, economics and political science. These missions take many different forms: pedagogical engineering, co-graduation, transfer of qualification, double degree or exported classes. Several partnerships also relate to scientific collaboration and common research projects, sometimes combined with a thesis co-supervision.

#### **Brazil**

Since 1978, a framework inter-university cooperation agreement connects France with Brazil, the management of which is entrusted to the COFECUB in France (French Committee for the Evaluation of Academic and Scientific Cooperation with Brazil) and the CAPES in Brazil (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior), an entity of the Ministry of Education. The objective of the programme is to create a permanent academic cooperation and exchange system between Brazilian and French teacher-researchers and researchers carrying out joint research projects in order to develop new doctoral courses, reinforce or create excellence research teams, train and improve teacher-researchers through the preparation of doctorates or the realisation of post-doctoral traineeships. The projects are funded over four years.

The Research Support Foundation of the State of Sao Paulo (FAPESP) and the COFECUB also created a joint scholarship programme for young French doctors in order to promote academic and scientific exchanges as well as cooperation between Brazil and France. The FAPESP provides young French researchers, highly qualified doctoral students, with a scholarship to participate in a research project in a university or research institute in the State of Sao Paulo. The research activity which will be developed by the scholarship student must be in keeping with the Thematic Projects programme supported by the FAPESP.

There is another agreement with the university of Sao Paulo (USP). The objective of this programme is to support the mobility required for the development of joint high-level research between Brazilian

and French teacher-researchers, via the allocation of missions to the teacher-researchers, doctoral and post-doctoral student members of the project. The projects last for 2 years, renewable once following the evaluation of an intermediate report issued after 18 months.

Most cooperation projects with Brazil combine an academic aspect dedicated to research training with an exchange programme of master's students and teachers, and a scientific collaboration aspect as part of projects or networks with the organisation of seminars, symposiums and traineeships. The agreements generally integrate young doctoral students into research teams in France as part of alternating education, with a thesis co-supervision, which is a commonly cited model. Doctoral supervision is the most representative cooperation method in Franco-Brazilian cooperation agreements and it relates to all scientific domains. A very small number of cooperation projects are aimed at promoting qualifications or courses outside specialised doctoral education and engineering courses, which are also subject to specific agreements with French engineering schools and are outside the scope of this survey. Apart from these exceptions, the Brazilian university system offers a broad range of courses in response to the qualification requirements of its economy up to master's level and beyond.

#### Chile

Most inter-university agreements relate to *master* and doctoral level education via the organisation of student and teacher-researcher exchanges. Numerous cooperation agreements combine research and training and are accompanied by scientific collaboration aspects. Certain cooperation initiatives relate to the creation of qualifications.

#### Colombia

Most inter-university agreements relate to *master* and doctoral level education via the organisation of student and teacher-researcher exchanges, as well as research. Certain cooperation initiatives relate to the creation of qualifications. Several cooperation agreements combine research and training and are accompanied by scientific collaborations.

#### Mexico

Cooperation primarily relates to training, with special focus on research training via the organisation of numerous student exchanges as part of student mobility and teacher-researcher exchange programmes and the implementation of thesis co-supervision. Cooperation also relates, albeit to a lesser extent, to research as part of scientific collaboration projects and the organisation of seminars. A limited number of cooperation actions relate to the creation of qualifications.

#### Venezuela

Cooperation relates to training via the organisation of student and teacher-researcher exchanges. Certain actions combine doctoral education and research as part of scientific collaborations and the organisation of seminars. A limited number of cooperation actions relate to the creation of qualifications.

### **B) Cooperation with Asia**

Cooperation with South East Asia currently ranks 2<sup>nd</sup> behind Latin America in terms of number of cooperation actions listed (608). Out of the 13 countries with which French higher education institutions cooperate, three (China, India, Vietnam) have a significant number of cooperation actions. The other countries have relationships with less than 10 universities, therefore the review is restricted to the 3 countries with most ties with French universities in this geographical area.

#### China

Cooperation with China relates to a broad spectrum of actions, among which the reception of teacher-researcher and student delegations, exchange programmes and the co-organisation of symposiums, seminars, international conferences and exhibitions. These exchanges cover all disciplinary domains

although collaboration initiatives in economics, management, business and law, medical specialties and engineering sciences are over-represented. Many cooperation projects are only just starting, the effects of which, beyond their intentions and the signing of cooperation agreements, cannot yet be assessed.

The response to the considerable training requirements of the country's qualified labour, currently increasing rapidly, takes the form of the admission of Chinese students into France and the creation of international education partnerships such as: transfer of qualification, double degrees, joint degrees and thesis co-supervision or aid in the creation of education courses in Chinese institutions. Scientific collaboration is also very much present, sometimes taking the form of joint laboratories, mostly in the fields of sciences, engineering sciences and medicine.

The PRA is the advanced Franco-Chinese research programme.

The objective of the programme is to develop high-level scientific and technological exchanges on innovative scientific themes between the research laboratories in both countries. The programme focuses on the mobility of young researchers at doctoral and post-doctoral level and the search for new partnerships. The projects must relate to biology, biotechnology, the environment and information sciences. Projects last for two years (2007 and 2008).

#### Thailand

The Franco-Thai research cooperation programme is a Hubert Curien partnership. The purpose of this programme is the development of joint projects in research and education through research. Each project must be presented by a network made up of at least two Thai partners and two French partners. It must relate to the theme of basic sciences, sciences and technologies and healthcare. Projects last for two years.

#### Vietnam

Cooperation with Vietnam mainly focuses on the training of qualified personnel with *licence*, master's degree and doctorate levels to cope with the requirements of a rapidly growing economy and the training of Vietnamese higher education teacher-researchers in the deficient disciplines. This cooperation has several aspects: some of them more traditional such as the participation in courses in Vietnamese institutions and the enrolment of Vietnamese students in French institutions or in traineeships within companies and hospitals; other aspects are more recent such as the creation of education courses, the transfer of qualifications, double degrees, joint degrees and thesis co-supervision.

Engineering, administration and management and medical courses are strongly represented. As the country is a member of the international Organisation for the French-speaking World, it is a gateway to this part of Asia. Several cooperation programmes therefore focus on the implementation of French-speaking education courses. The consolidation of research teams in certain sectors contributes to the development of scientific collaboration, which remains underdeveloped. Several cooperation agreements involve a research section.

In addition, "Lotus" is the Franco-Vietnamese Hubert Curien partnership. The objective of this programme is to develop new scientific and technological cooperation projects between the research laboratories in both countries. The programme also supports joint research workshops, which must be proposed simultaneously by a French researcher and a Vietnamese researcher, named co-organisers of the workshop. In 2008, priority will be given to projects relative to sustainable development and the improvement in the quality of life as well as the protection of the environment. Projects last for two years.

#### India

India is the third Asian country, after China and Vietnam, in terms of number of cooperation actions listed (36 actions), which remain moderate on the whole in light of the country's size, its training needs and scientific excellence level in certain domains. 24 universities claim they cooperate with India but

this is a recent trend and certain cooperation agreements have not yet resulted in concrete long-term actions.

Cooperation agreements relate to research and training, most frequently the admission and visits of students and teacher-researchers for experience exchanges and additional training; no collaboration relates to the creation of courses within the framework of partnerships. Cooperation in the training domain relates to humanities, management and political science. Exact sciences and engineering sciences are the privileged terrain of scientific collaborations via the admission and visits of researchers, the organisation of symposiums and joint research programmes.

Furthermore, the Franco-Indian Centre for the promotion of advanced research (CEFIPRA) was created jointly by the Indian Government and the French Government, with the primary objective of bridging the gap between the scientific communities in India and France as well as encouraging and supporting Franco-Indian cooperation in terms of basic, applied and industrial research in sciences and technologies. The Department of Science and Technology, Ministry of Science and Technology of the Indian Government and the Ministry of foreign Affairs of the French Government are the ministries in charge of the CEFIPRA.

#### **4) Cooperation with Africa**

Cooperation with sub-Saharan Africa is an old process, the origins of which date back to the post-colonial period. It developed in the seventies and eighties and is currently losing a lot of ground (404 actions), overtaken in volume by cooperation projects with all other world regions, Latin America (722 actions), South East Asia (608 actions) and North Africa-Middle East (582 actions).

Cooperation initiatives were listed in 34 countries but are mostly limited to a few actions, missions and exchanges of teacher-researchers and students. Six countries have more significant cooperation agreements: South Africa (29 actions), Benin (29 actions), Burkina Faso (32 actions), Cameroon (41 actions), Madagascar (44 actions) and Senegal (44 actions).

##### South Africa

Half of the cooperation with South Africa relates to research with the exchange of students and teacher-researchers, the admission of post-doctoral students, thesis co-supervision and the organisation of scientific seminars. The other half relates to training actions in the domains of social sciences and humanities. On the whole, this cooperation is somewhat limited in light of the country's capacity and scientific potential, which reflects the very recent interest by French universities in this English-speaking country.

##### Benin

Cooperation with Benin primarily relates to the training of local administrative and scientific aptitudes. Several actions aim at providing educational and administrative support to the institutions in the domain of management and university reform. The other actions relate to education, in particular that of doctoral students as part of the admission of students or thesis co-supervision, mostly in engineering sciences, medicine and social sciences and humanities. Scientific exchanges are organised as part of teacher-researcher exchanges.

##### Burkina Faso

Cooperation with Burkina Faso relates to administrative and institutional assistance to higher education institutions, the reinforcement of local abilities via the implementation of master's courses and the training of doctoral students. Certain actions are more focused on scientific research and collaborations and, as in many sub-Saharan African countries, medical collaborations.

##### Cameroon

Most of the cooperation relates to research training through management, thesis co-supervision and student exchanges. The use of cooperation for the creation of courses is not as developed as in other



sub-Saharan African countries. It concerns the development of IUTs to meet the vocational training requirements of local businesses. Two universities have committed to this development: creation of an IUT department, engineering courses in computer science, telecommunications and networks, implementation of a vocational *licence* (Paris 13); development of Cameroon's national IUT system (Strasbourg 3). Assistance in the creation of two human rights courses should also be noted: development of an open and distance education system in the domain of human rights and professional ethics (Nantes); master's degree in Human rights (Evry); and, in the domain of journalism and communication: teacher-researcher exchanges and co-supervised theses in journalism, information and communication sciences (Strasbourg 3). Finally, several universities have mentioned scientific partnerships as part of projects and/or networks, attesting to the integration of part of the local scientific community into international networks.

#### Madagascar

Most of the actions relate to teacher-researcher training support to participate in courses in local education, the transfer and creation of qualifications and/or *licence* and master's level courses. Certain actions aim more specifically at doctoral education and the reinforcement of local scientific capacity. As with many African countries, specific collaborations are in the medical domain.

#### Senegal

Actions primarily concern master's and doctoral level courses, by supporting teachers in local courses (posting of teacher-researchers on missions) or by the transfer and creation of qualifications. Certain actions aim at reinforcing professional skills in university: reinforcement of the skills of certain personnel of the Gaston Berger University with a view to exploring the labour market, searching for employment, creating businesses, putting projects together (Grenoble 3); modernisation of university management, work placement for managers (Paris 8); technical and educational assistance in technology (Rennes 1). Cooperation actions are more specifically designed for doctoral education and the reinforcement of local scientific capacity although, in some cases, they relate to both education and research. Numerous collaborations concern the medical domain.

### **D) Cooperation with North African countries**

University cooperation with North African countries is extremely active. The number of actions listed for the three North African countries is higher than that of all sub-Saharan African countries taken together. Only cooperation with China and Brazil is currently more active in volume. The universities of the Mediterranean basin (Aix-Marseille, Montpellier, Nice, Pau, Perpignan) are strongly committed to partnerships with their counterparts on the South shore. Cooperation mostly relates to training support for the reinforcement of local capacity, via teaching missions, the creation and transfer of qualifications and doctoral supervision. Certain universities are involved in the educational and administrative support of Algerian and Moroccan universities as part of the LMD reform. There are many scientific collaborations. They largely focus on education and research within the framework of thesis co-mentorship (Tunisia) and co-supervision, the organisation of researcher visits and symposiums, and to a lesser extent as part of joint research programmes. Several cooperation programmes finance cooperation actions between French higher education institutions and their North African counterparts: the CMEP-Tassili programme with Algeria, the CMIFM-Volubilis and PRAD agriculture programme with Morocco and the Utique programme with Tunisia.

#### Algeria

Cooperation with Algeria concerns training support for the reinforcement of local capacity, via teaching missions, the creation and transfer of qualifications and doctoral supervision. Certain universities are involved in the educational and administrative support of Algerian universities. There are many scientific collaborations, largely focused on education and research within the framework of thesis co-supervision, the organisation of researcher visits and symposiums.

#### Morocco

Cooperation with Morocco relates to educational support at *licence*, master's and doctorate levels, with teacher-researcher missions, the creation and transfer of qualifications and courses, mainly in the domains of law, management, tourism, engineering sciences and medicine. Certain universities are involved in the educational and administrative support of Moroccan universities. There are also many scientific collaborations as part of thesis co-supervision, the organisation of researcher visits and symposiums and within joint research programmes.

#### Tunisia

Most of the cooperation actions with Tunisia concern educational support at master's and doctoral level, with the admission of students and teacher-researchers. Cooperation at master's level is primarily within the context of missions to ensure on-site education. There are not as many creations and transfers of qualifications as in other North African countries. Scientific collaborations focus on education and research via the doctoral supervision of students under co-mentorship and the personalised admission of teacher-researchers. Few research programmes are mentioned.

### **E) Cooperation with Middle East countries**

#### The Imhotep programme with Egypt

Imhotep is the Franco-Egyptian Hubert Curien partnership. It is implemented in Egypt by the Academy of Sciences, Research and Technology (ASRT) of the Egyptian ministry of higher education and research. The objectives of this programme are the development of bilateral research projects involving the participation of researchers from both countries, the participation in the research training of young Egyptian researchers and the organisation of scientific seminars involving researchers from both countries. Partnerships last for two years.

#### The Gundishapur programme with Iran

The Gundishapur programme is the Franco-Iranian Hubert Curien partnership. It is implemented in Iran by the Centre for scientific research and international cooperation. The objectives of this programme are to promote the development of high-level scientific cooperation based on research and training via research as part of a collaboration between two partner teams. Projects must relate to the following themes: space sciences, engineering sciences, life sciences, humanities, mathematics and physics. It is preferable that the projects link the laboratories of several Iranian and French institutions and enable young teams to participate in the programme. Projects last for two years.

#### The CEDRE programme with Lebanon

The cooperation agreement for research evaluation and development (CEDRE) was signed between the French and Lebanese governments on 5 April 1996. The objectives of the programme are to reinforce cooperation as well as scientific and academic exchanges for the implementation and development of research in Lebanon and launch a procedure guaranteeing the scientific quality of the operations while benefiting from active support from both governments. Projects must relate to society and contemporary world sciences, the environment and earth sciences, healthcare or engineering sciences.

## **11.4.2. Multilateral initiatives and programmes**

The International and European relation and cooperation Division (DREIC) supervises and co-ordinates the development of exchanges and cooperation with foreign school, university and research systems on bilateral or multilateral levels, with European and French-speaking countries. It is the official representative for projects carried out worldwide by the ministry for national Education and the ministry of higher education and research, in close connection with research organisations, education

institutions, schools and universities, the international centre of pedagogical studies (Ciep) and CampusFrance (which replaces Edufrance) as well as the directorate general for international cooperation and development (DGCID) of the ministry of foreign affairs and all French diplomatic posts abroad.

The DREIC is organised into two sub-divisions:

- The international relations sub-division,
- The European and multilateral affairs sub-division.

Since 1<sup>st</sup> January 2007, the European action programmes on education Leonardo II and Socrates II programmes have been replaced with a single programme – the "European life-long education and training Programme" (**EFTLV**). The new integrated programme is made up of four sub-programmes (Comenius, Leonardo, Erasmus and Grundtvig) and a **cross-sectional programme** on issues common to the 4 sectoral programmes (languages, information and communication techniques, exploitation of results etc.).

One of the main objectives of this new programme is to significantly increase the mobility of Europeans over 7 years, in the area of life-long education and training.

Taking into account these evolutions, the Socrates-Leonardo da Vinci France Agency became the "Europe-Education-Training France Agency". This new name illustrates the reality of the agency's activity, in the new programme as well as in other programmes and processes that it continues to manage: Europass, Euroguidance, Erasmus-Mundus, Tempus, promoting the Bologna Process.

<http://www.europe-education-formation.fr/index2.php>

### 11.4.3. Other National Programmes and Initiatives

#### **European summer universities**

A new type of mobility was born with the creation of European summer universities (UEE) in the summer of 2000. Following a call for tender, all universities concerned send their projects to the ministry. Projects are examined by a steering committee. Selected projects benefit from the "summer university" label inasmuch as the European aspect is introduced by the choice of themes or by the European-wide recruitment of the participants. In 2002, UEEs assembled over 80 sites and admitted over 5,000 students. After another appeal for projects in 2003, the UEEs assembled 83 sites.

The interest of the public concerned continues to rise and several calls for tender have been published. For example, the Franco-German University launched a call for tender in January 2007 for the organisation of a summer university on the theme of "integration and equal opportunities". This call for tender is in line with the 2007 European year for equal opportunities. It is designed for French and German teacher-researchers who have the common project of organising a summer university on the theme of "integration and equal opportunities", aimed at doctoral students, young researchers and master students of these two countries.

For the moment, the sessions on offer remain outside the university curriculum, but the development of the modular aspect of courses will open the door to their potential validation.

#### **Résafad**

The French-speaking Support Network for the Adaptation and Development of Information and Communication Technology in the Education sector is an initiative of the ministry for foreign Affairs.

In order to take into account the significant breakthrough in Information technology and its impact on organisations and practices within the education system, the Ministry for Foreign Affairs, in 1997, proposed a system to its natural partners, i.e. the African ministries for education, to help them create

or develop national expertise in terms of the use of Information and Communication Technology (ICT) for Education and Training.

Thus was born the "RESAFAD-TICE" initiative, or French-speaking Support Network for the Adaptation and Development of Information and Communication Technology in the Education sector, initially in Burkina-Faso, Guinea, Mali and Togo, then Benin, and more recently Senegal, Mauritania and Equatorial Guinea.

In each capital a multimedia resource centre is set up, including access to information, a training room and an area for the production of educational resources, co-ordinated by a Technical Assistant or a national correspondent. Each of these resource centres is networked with annexes located in the country as well as with the centres of the other capitals. A regional TA completes and optimises this set of resources.

A support office set up in the Association for the Broadcasting of French Thoughts (ADPF) co-ordinates the process with help from a supporting university consortium, created at the instigation of the French Ministry for National Education. This consortium assembles specialists from the Paris VI, Paris VIII, Paris XIII, Le Mans, Nantes and Rouen universities as well as Versailles and Brittany IUFMs. The major French (CNED, GEMME, RUCA etc.) and international (AIF, AUF, UNESCO...) operators, as well as African universities, constitute the scientific committee in which three ministries are represented.

Since September 2001, [www.edusud.org](http://www.edusud.org) provides numerous educational resources on line and hosts collaborative work forums.

## 11.5. European/ International Dimension through the National Curriculum

The European and international dimension is defined in elementary school, *collège* and *lycée* programmes. In this respect, the 1995 programmes marked an important step. It introduced, particularly in history and geography programmes, a certain break with the national tradition by which they were characterised since the early 20<sup>th</sup> century. Traditionally, foreign language teaching is the basis of the international development of curricula. The foreign languages teaching must not only encourage communication, it must also leave room for the discovery of foreign civilisations, countries and cultural behaviour. In this respect, the framework and programme Law for the future of school of 23-4-2005 makes the practice of at least one foreign language, in article 9, one of the elements of the common basis that any pupil must acquire by the end of compulsory schooling, and includes via article 19 a section 3 ter in the Education code that allows for the institution, in each academy, of a committee on language teaching. It is placed under the authority of the *recteur* and is responsible for ensuring diversity in the language offer, the coherence and continuity of language programmes on offer.

In other disciplines, there is still a lot of work to be done to distinguish the respective proportion of the national, European and worldwide contributions that constitute them and make them evolve. However, the orientation of the educational policy, by their programmes, is opening the door to languages, cultures and the European dimension.

In addition to the direct contribution of the programmes, a number of initiatives participate actively in the development of the European and international dimension of education, notably participation in actions as part of the Comenius programme. These initiatives are developing within the framework of the [school project](#).

Success of European projects is always an active combination of the desire of the head teacher and a legitimacy or need for a better knowledge of Europe in young people's education.

### **11.5.1. Primary education**

The order of 4 April 2007, JO of 7-4-2007 (NOR MENE0750379A) adapts primary education programmes to the common foundation of knowledge and skills. These new programmes and new timetables replace those of 2002 and are applicable as of the start of the 2007 school year. Some educational elements of the European dimension are at work as early as the standard primary school cycle. The European and international openness of pupils will be developed through the teaching of foreign languages, geography, history and civic education.

#### **1) Foreign language teaching**

Primary school education has focused, in the last fifteen years or so, on the implementation of the teaching of modern foreign languages, which is now almost generally extended to the in-depth learning cycle (children aged 8 to 10/11). Learning a foreign language is already experiencing a different way to think and live, broadening one's knowledge of the world and relationships with others. The objective of the "Foreign language" programmes is to raise pupils' awareness of the many languages spoken within their own environment as well as in the national territory.

Through different methods, like contacts made with foreign schools, e-mailing resources and communication networks at a distance, or even the use of audiovisual documents, pupils discover the material, cultural and educational environment of foreign children of the same age. They are also introduced to foreign realities, using documents describing the diversity of environments and lifestyles, highlighting diversity and similarity. They also become more familiar with folklore, legendary characters or tales from these cultures. Native speakers can also be associated with this teaching.

#### **2) Geography teaching**

The new programme stipulates seven themes to be studied in this presentation order: "From local geographical reality to the region where the pupils live"; "The French territory within Europe"; "French people in a European context"; "Mobility in France and Europe"; "Production in France"; "France within the world"; "The European Union".

#### **3) History teaching**

In history, the phases of European construction are included in the programmes and, in civic education, an entire part of the programmes is devoted to European institutions and their operating modes. Although a predominant place is dedicated to the French territory, it is more committed to a European, sometimes even international approach, without excluding the regional aspect. The programmes aim at helping pupils construct a set of common references, enabling them to understand what the nation is, what its place in Europe and the world is, taking into consideration the chronological chain of events, marked by significant dates.

In the *Cours Moyen*, the new programmes focus on the following:

- Slave trade and slavery as well as the abolition of slavery;
- The extermination of the Jews and gypsies by the Nazis: a crime against humanity?

#### **4) Civic and moral education**

Civic and moral education replaces civic education. The civic and moral education programme includes the teaching of morals, the knowledge of symbols of the French Republic and, for the first time, that of the symbols of the European Union.

The programme also includes, from the CE2 class, the study of basic rules organising public life and democracy, the knowledge of constitutional elements of the French nation and European Union and the French-speaking world.

It includes the discovery of moral principles and the importance of the rules of law in the organisation of social relationships, via maxims ("one person's freedom begins where that of another ends" etc.) or legal sayings ("Ignorance of the law is no excuse or defence", "one cannot be both judge and jury").

In the in-depth learning cycle, civic education must encourage all pupils to think about the concrete problems of their school life and learn practical behaviour. Pupils learn how to fully participate in their school life, prepare to be citizens of their commune but also to integrate into Europe, open up to the world and discover French-speaking communities. Pupils find out about major statutory documents such as the Declaration of human rights or the International Agreement on children's rights and learn to base their opinion on universal values of undeniable validity.

#### **5) Art history**

An initiation to art history is introduced in the CP class. There is a dedicated programme from the CE2 class in connection with the study of six chronological periods of the history programme. A specific schedule is allocated in cycle 3 (at least 20 hours per year over three years, in connection with history, artistic practice and French).

National programmes for primary school

### **11.5.2. Secondary education**

An international openness is already included in the secondary education programmes, as the increasing importance of international and, more specifically, European issues, required the French education system to reinforce its European and international dimension in order to enable pupils to discover other cultures and to be more critical of their own cultural, historical and linguistic frame of reference. Since 1995, the programmes have integrated these aspects and allowed teachers to work on the content in a perspective that is not just a national one.

The learning of foreign languages constitutes a crucial condition of international openness. Thus, the objective for pupils to speak two foreign languages at a similar level emerges at the horizon of their secondary education. For this objective to be met, a plan for the development of modern language teaching has been launched. It aims at promoting multi-language skills and cultural diversity, as well as preparing young pupils for a world of increased mobility and communication without frontiers.

In disciplinary subjects, European Union studies present an advantage compared with the study of Central and Eastern Europe. The phases of European construction are in line with the history programme and, in civic education, an entire part is devoted to European institutions and their operating modes. Similarly, in *lycées*, pupils learn about the foundations of European culture in *seconde* history classes, Europe through the industrial revolution and crises of the first half of the 20<sup>th</sup> century in *première* classes, and European construction from 1951 onward in *terminale* classes. Regarding the geography programme, it has included since 1995, among other subjects, France and its European dimension in *première* classes and the globalisation of exchanges in *terminale* classes.

## **Collège**

The education provided in *collège* participates in the construction of a common basis (see 5.4.) founded on shared values. The foundation of this education is the passing on of the necessary elements to discover and understand France, Europe and the international environment.

Europe is now a key element of *collège* programmes, in history and geography as well as civic education. At the same time, the inter-disciplinary approach, which can sometimes be implemented using "discovery itineraries", can encourage the acquisition of global knowledge and stimulate pupils' interest in the complex subjects of Europe and international openness. New programmes for the teaching of history-geography-civic education in *collège* came into force, for the *sixième* class, at the beginning of the 2009-2010 school year (special BO no. 6 of 28 August 2008).

### **1 ) Learning modern languages in *collège***

The teaching of modern languages in *collège* is the continuation of the skills acquired in primary school, part of the educational coherence of the education career and language diversification. Two schemes are proposed for the teaching of modern languages in *collège*:

- The general scheme relates to the learning of two foreign modern languages
  - The learning of the first foreign modern language, standardised as from the CE2 class since the beginning of the 2007 school year, continues in *sixième* class. The second modern language is introduced in *quatrième* class or, for experimental purposes, in *cinquième* class. The learning of the second foreign language can however stop at the end of the *quatrième* class if the pupil wishes to embark on a 6 hour vocational discovery module. For experimental purposes, certain institutions allow pupils to start learning the second foreign modern language in a "bilangue" class from the *sixième* class.
  - The learning of a foreign modern language and regional language follows the same process as previously explained. The second regional language starts in *quatrième* class. In addition to the two compulsory foreign modern languages taught in *collège*, the pupil can opt, in *quatrième* class, for a regional language.
- Specific schemes

These schemes offer reinforced education in modern languages and implement an EMILE approach (teaching of a subject via the integration of a foreign language). The idea is to teach one or several subjects in the modern language taught. These schemes relate to foreign modern languages and regional languages;

**See also** <http://www.emilangues.education.fr/>

### **2) History teaching**

The leitmotiv is the progressive elaboration of the European notion: from the Roman Empire to the birth of modern Europe. In *cinquième* class, the programme includes the study of the Carolingian empire, the overwhelming influence of the Church in the Middle Ages and the propagation of Roman and Gothic art, the early role of cities (Bruges, Venice etc.) or trade routes on a continental scale. The presentation of the map of the main Humanism and Renaissance centres or that of European religious divisions at the end of the 16<sup>th</sup> century, or even the discovery of the world by Europeans, introduce a Europe at the heart of the birth of modern times. However, Europe takes a central place in the programme from the *quatrième* class. This programme is based on three eras in the history of Europe: absolutism and Enlightenment; major upheavals related to the Revolution and the Empire; Europe in the 19<sup>th</sup> century. The year starts with a presentation of modern Europe using various maps, making it

possible to "highlight the political, economic, social, cultural and religious contrasts of Europe in the 17<sup>th</sup> and 18<sup>th</sup> centuries". The upheavals generated by the Revolution and the Empire in France are studied from the point of view of the comparison between Europe's situation at the end of the 18<sup>th</sup> century and in 1815. The part devoted to Europe and European expansion in the nineteenth century enables the discovery of some of the foundations of contemporary Europe, those of the industrial age but also colonisation.

### **3) Geography teaching**

In *cinquième* class, the programme stresses the major characteristics of the continents and certain countries (North African countries, India and China, Brazil). Two themes are constant in the development of the content: cultural diversity and developmental inequalities. In *quatrième* class, half of the year is dedicated to studying the European continent, but with a global perspective. The focus is not so much on geopolitical aspects as on the identification process. More traditionally, three European states are studied, selected from a list of four (Russia, Germany, the UK and a Mediterranean State).

In *troisième* class, the programme prepares more directly – as it tackles the 20<sup>th</sup> century – for the understanding of the modern world. The interaction between history and geography is crucial for the understanding of certain issues, such as globalisation. Europe is also included in the programme through wars and geopolitical upheavals following these wars: study of new European maps, in 1914, 1939, 1942 and 1945. In geography, the specific issue of the European Union is tackled, with the study of its construction, and presented, alongside the United States and Japan, as one of the top three economic powers on the planet. The Rome treaty (1957), the Maastricht treaty (1992) and the map of member States with their capital appear in the list of references to memorise for the national brevet diploma.

### **4) Civic education teaching**

In *quatrième* class, human rights in Europe are at the centre of the programme. The objective is to familiarise pupils with the common values of the countries making up the European Union (democracy, human rights, fundamental freedoms) via extracts from two major reference documents: the European Convention on human rights and fundamental freedoms (1950) and the European Union treaty (free movement and voting rights in local elections and European Parliament). Belonging to the European Union is therefore clearly shown, as are European institutions. The programme also focuses on the significance of the notion of European citizenship as defined in the Maastricht treaty. The objective of the entire programme is to educate pupils on the universal and humanistic values born in Europe, freedom as "the common heritage of a fragmented Europe" and the respect of human rights. It is also about demonstrating that, in the context of accepted diversity, national identity is not incompatible with European identity, which is both a heritage and a future in the making.

### **5) Inter-disciplinary approach**

The topic "what is Europe?", divided into two sub-topics "being a teenager in Europe" and "European mappings", is one of the subjects offered in the "discovery itinerary". This method encourages a more global approach to Europe and international openness.

TICEs have enabled the development of various types of interaction (online communication, production of online newspapers, websites on a common topic) with foreign classes.



## **General education /lycée**

### **1) History teaching**

In *lycées*, the foundations of the European civilisation are studied in *seconde* class, Europe through the industrial revolution and the crises of the first half of the 20<sup>th</sup> century in *première* class, and European construction from 1951 to the present era in *terminale* class.

### **2) Geography teaching**

Since 1995, the geography programme has focused, among other things, on France and its European dimension in *première* class and the globalisation of exchanges. In *terminale* class, the teaching of geography aims at providing some keys to the explanation of a world in motion. To this effect, it develops approaches on different scales. Firstly, the study of the worldwide space tackles the world's major divisions, represented by political maps and civilisation areas. It also focuses on inequalities as well as the principal development centres and major trade networks. Secondly, the emphasis is on State level. The programme proposes the analysis of two world powers, the United States and Japan, as well as Germany for economic and social (ES) and literature (L) sections. The third part develops, on a continental scale, certain international geographical issues (land settlement and control, agriculture and development etc.). The analysis of these aspects is contained within a framework of pre-determined territories (Africa, Latin America, Russia, India or China).

### **3) Civic education teaching**

This discipline draws on knowledge of different subjects, as well as awareness of current affairs, either local, national, European or international. The topics emerging from current affairs, relative to the practices of citizenship and running of institutions are studied more in depth through the connection established with the different subjects. The civic, legal and social education programme, enforced in 2001-2002, tackles the issue of citizenship in light of the transformations of the contemporary world, primarily in *terminale* classes: citizenship and construction of the European Union as well as citizenship and the aspects of globalisation.

### **4) Baccalauréat**

On 8 February 2008, the minister in charge of national Education finalised the list of *académies* and local authorities in which the compulsory foreign language tests other than German, English, Spanish and Italian can be held during the 2008 session of the general *baccalauréat* and technological *baccalauréat*. There are 27 languages listed (depending on the [académie](#)) in total: literal Arabic, Armenian, Cambodian, Chinese, Danish, Finnish, modern Greek, Hebrew, Japanese, Dutch, Norwegian, Persian, Polish, Portuguese, Russian, Swedish, Turkish, Vietnamese, Basque, Breton, Catalan, Corsican, Creole, Tahitian, Melanesian languages, Occitan-langue d'oc.

### **5) School project**

The ministry for national education wishes to increase international openness activities. To this effect, all school projects in general and technological education [lycées](#) have included, since the beginning of the 2002 school year, an international section promoting the development of foreign languages and international exchanges.

## **Vocational /lycée**

Since the reform of the BEP in 1992, Europe is better accounted for in history and geography programmes: in vocational *seconde* class, the study of the evolution of Europe is contained, in the section devoted to the presentation of the world from 1945 to the present time; in vocational *terminale*, the study of France since 1945 implies the European dimension, while in geography Europe is also addressed as one of the leading world powers. It should be noted that new programmes for the vocational *baccalauréat* in history-geography-civic education will come into force at the beginning of the 2009-2010 school year.

In the preparatory cycle for the vocational *baccalauréat*, Europe becomes a genuine object of study and a permanent reference both in history and geography:

In history, the second subject studied in the *terminale* programme, territories and nations in Europe since the mid-19<sup>th</sup> century, deals with the issue of the revival of nationalism in modern Europe and the problem of supranationality in tandem with the study of the origin of the European Union, linked to the geography programme;

In geography, the title of the programme of the *première* class, France in Europe and in the world, highlights the overall issue: Europe becomes the permanent reference as the French territory is defined as a portion of the European area. The presentation of the organisation of the territory should make it possible to underline "the switch from national logic to European and worldwide logic". This idea is developed in the study of the main regions of the French territory: "the European Union generates other spatial logics, which interfere more and more with the evolution of French regions". In this respect, border regions are becoming a topic of study. In addition, the topic regarding citizens and their territories defines the citizen as "involved in land planning and development at communal, regional, national and European level". Therefore the issue of citizens' commitment and responsibility, in a supranational context, is broached. Finally, Europe is the third subject studied in the geography programme of *terminale* class, with two sections: territories and European Union.

Furthermore, European sections are experiencing considerable development in vocational *lycées*.

Finally, the prospect of a work placement in a foreign country is likely to motivate pupils to learn the language spoken in the country and company in question. The EUROPRO initiative, aiming at promoting work placement periods in European countries, has been extended to support the European and international development of vocational education.

## Collège programmes for the new 2009 school year

### 11.5.3. Higher education

The integration of the European dimension into French higher education programmes has been boosted by the so-called **LMD** reform (Licence, Master, Doctorate), which constitutes the main tangible reference to the French version of the EEES notion (European higher education area), promoted by the Sorbonne Declaration in May 1998, and which all 46 European ministers (since London in May 2007), have committed to completing by 2010, under the title of the "Bologna Process".

In this context of European convergence of the curriculum and structure of the different higher education systems, and following the institution of the vocational licence and Master title in 1999, France has put in place the legal aids to ensure the best possible integration of its higher education system into the European higher education area and develop the mobility of its students, in particular with the following four major texts:

- Decree no. 2002-482 of 8 April 2002 on the application of the construction of the EEES to the French higher education system; this text is the foundation of the major principles underlining the organisation of this system: higher education structure based on the Licence, Master and

Doctorate titles; half-yearly and modular organisation of the education; extension of the European ECTS credit system; diversified educational programmes encouraging adapted pedagogical evolutions, the learning of linguistic skills and, when necessary, multi-disciplinary approaches; award of an "addition to the diploma" or descriptive annex to the diploma for all students aspiring to international mobility;

- Decree no. 2002-481 of 8 April 2002 relative to university grades and qualifications and national diplomas, defining, among other things, grades as the main levels of reference of the European higher education area. It sets out the general principle of national periodic assessment and gives the minister for higher education, in connection with the other ministers concerned with higher education and qualifications, the overall responsibility of ensuring the consistency and comprehension of the French system;
- Decree no. 2002-604 of 25 April 2002 whereby the Master title is awarded by law to the holders of a Master diploma, DEA or DESS, engineering diploma awarded by an authorised educational institution, and diplomas awarded on behalf of the State, of similar level and appearing on a list compiled by the minister for higher education;
- Decree no. 2002-529 of 16 April 2002 relative to the validation of higher education completed in France or abroad: this text specifies, among other things, the legal principle of the validation of studies carried out in Europe and elsewhere in the world, for a higher education diploma awarded on behalf of the State by a higher education institution.

These framework decrees were completed by subsequent texts (the list of which is available in Focus 2006-2007, pp. 163-164), in particular:

- order of 3 August 2005 relative to the university diploma in technology within the European higher education area;
- order of 7 August 2006 relative to doctoral education;
- decree no. 2007-540 of 11 April 2007 relative to the Higher Technician Certificate;
- and decree no. 2007-692 of 3 May 2007 relative to the education provided in preparatory classes for *grandes écoles*.

The realisation of the major LMD principles through a completely remodelled higher education offer and at the initiative of educational institutions themselves (no longer influenced by educational models pre-defined at national levels), encouraging the most innovative combinations and European and international development, in particular at Master level, is now a reality.

The so-called "LMD" reform is also accompanied by a new regulation relative to thesis co-supervision and joint degrees, and the creation of a new Agency in charge of quality evaluation, AERES (see below).

#### **11.5.3.1. Thesis co-supervision and joint degrees:**

The construction of an attractive and competitive European higher education area requires the development of partnerships between universities from several countries, in order to create common training programmes and facilitate the granting and acknowledgment of diplomas in international partnership. This is a priority objective selected by the Conference of European Ministers involved in the "Sorbonne-Bologna Process" and held in Bergen (19-20 May 2005).

In January 2005, France had chosen to anticipate, with the drawing up of a new regulation for international co-supervised theses (see order of 6 January 2005 published at the JORF of 13/01/05).

In order to adapt the French system to this new reality for all diploma levels, it was necessary to define a general framework with two requirements:

The possibility of awarding joint diplomas – while maintaining the "double diploma" process – of undeniable quality;

The necessary responsiveness of French educational institutions to facilitate the smooth and rapid signing of international agreements.

This has now been achieved with decree no. 2005-450 of 11 May 2005 (published at the JORF of 12/05/05) relative to diplomas awarded in international partnership, which completes the process. This text, drawn up following a favourable declaration of intent between the MENESR and the three relevant conferences – Conference of University Presidents, Conference of engineering school and education directors and Conference of *grandes écoles*, defines the new general framework for all higher education diplomas guaranteed by the State, whether awarded by universities or *grandes écoles*.

The principle selected is simple: once a French educational institution has been recognised by the French system as capable of awarding, at a given level and in a given domain, a diploma guaranteed by the State, it can sign an agreement with a foreign educational institution having the capacity to award, in its own country, a diploma of equivalent level and in the same domain, in order to organise a common education programme and award a joint diploma. The quality of the partnership will be assessed during the next national periodic assessment.

#### **11.5.3.2. Agency in charge of quality evaluation: AERES**

In coherence with the principle of independent evaluation, asserted during the Berlin conference (2003) under the Bologna Process and in connection with the reform of the French research system, a new agency in charge of research and higher education evaluation (AERES) was created by the programme law on research of 18 April 2005.

This agency is responsible for the activities previously carried out by the CNE (national Evaluation Committee) for institutional evaluation, by the CNER (national Committee for research evaluation) and MSTP (scientific, technical and educational mission) for the evaluation of research teams, training programmes and qualifications.

This new agency, an independent administrative authority, therefore covers the education and/or research activity of higher education institutions as well as that of French national research organisations.

#### **11.5.3.3. Modern foreign languages in higher education**

In addition to the greater emphasis, with the implementation of the "LMD", on modern foreign languages, now considered as essential cross-sectional skills, two specific language certifications, created to emphasise, on the job market, the language skills acquired by non-linguists, also promotes the European and international development of French higher education:

- The **language skills diploma (DCL)** allows those who have started their professional career the possibility of testing their level and obtaining a diploma enabling them to have access to jobs that require such skills or to improve their status within the company. Set up by the order of 13 October 1995, this exam was implemented in 1996, in English; the German exam was implemented in 1997-1998, and then the Italian and Spanish exams. This diploma is an obvious solution to a requirement, and companies as employees are very happy with it;

- The **higher education language skills certificate (CLES)**, created by the order of 22 May 2000, validating the capacity of students who specialise in disciplines other than languages, to use a foreign language in connection with the studies undertaken.

#### 11.5.4. Teacher training

The international dimension of teacher training is the result of several complementary approaches used respectively by Teacher Training University Institutions (IUFM), the ministry for national Education or the ministry for Foreign Affairs.

The international aspect of the training provided in IUFMs aims at providing future teachers with a more in-depth study of the teaching methods related to their subjects, thanks to a comparative approach to education systems and an attitude consistent with an inter-cultural perspective.

The international dimension of IUFMs is illustrated in numerous projects, designed to support and sustain the increasing mobility of future teachers:

- Bilateral exchange of trainee teachers;
- Shared information, intervention of trainee teachers in bilingual classes or language immersion schools;
- Reception of foreign students;
- Compulsory training placement abroad for future modern foreign language teachers (see more in 8.1.4.1.), etc.

The participation of IUFMs in transnational cooperation programmes in the areas of education and didactic research contributes to the significant enhancement of the studies carried out by the institutes.

IUFM are also involved regarding requests for advice from various countries in terms of disciplinary didactics, the mechanics of training etc. In order to support them in these projects, the "Training of teachers without frontiers" association (Forma-SF) was set up by IUFM directors in October 2005. Its purpose is to extend and broaden the scope of IUFMs.

The ministries of national Education and the ministries of higher Education and Research as well as the ministry of foreign Affairs give impetus to complete and reinforce the action of IUFMs with the direct or indirect funding of specific programmes:

- 4-week trips to England for nearly 400 trainee **professeurs des écoles** from 26 IUFMs, all of them associated with an English "School of Education" within the framework of the Franco-British programme for the reciprocal training of teachers,
- Availability of 255 modern foreign language assistants each year in IUFMs under 6-month contracts, helping to improve the trainees' language skills.
- 3-month trips to Germany for 15 trainee *lycées* and *collèges* teachers in History and Geography within the framework of the "Studying in Germany" Programme (PEA)

Bilateral international agreements, contractual relationships developed with IUFMs, as well as the support of their projects and the access to European funding are all concrete tools for the motivation and orientation of the European and international dimension of teacher training.

### 11.5.5. Adult education

The ministry for national Education has partial jurisdiction over adult training, the part run by a network of secondary education institutions (GRETA, see chapter 7. for more information). Gretas, progressively set up following the 1971 laws, are in charge of the organisation and management of continuing education initiatives for different types of public.

Furthermore, the Centre for International Resources and Initiatives (CR2i) (<http://www.cr2i.com>), which is an integral part of the international centre for pedagogical studies (CIEP) was created in 1990 by the ministry for Education in order to promote European and international funding programmes in the GRETA networks. Its scope was progressively extended to other categories within the national Education sector (initial education). All CR2i projects assemble numerous French and international partners, within GRETA networks, in several [académies](#): adult education networks, companies, professional organisations, trade unions, local authorities, associations etc.

The CR2i is heading 3 projects of the **Equal European social fund (FSE)** (The **Equal** Community Initiative Programme (2000-2006) co-funds international and innovative development partnerships (PDD) promoting the fight against discrimination and inequalities in the workplace. It continues the former Employment (Horizon, Now, Integra, Youthstart) and Adapt initiatives):

- PRELUDE "Fight against racial discrimination in the workplace,
- OSMOSE "Vocational didactics and the passing on of knowledge between generations",
- RESSAC "Passing on of local work-related knowledge in the renovation of traditional buildings".

The CR2i also carried out the external assessment of the Italian Equal PECl project – "European Cognitive Passport to Integration", managed by the CONFORM (Italy – Campania region). It is involved in communication initiatives for the Equal DESIRES project of the CIGALES Federation, on solidarity Savings and company creations. It is a partner in the Equal TRANS-FORMATIONS projects, headed by the national Federation of "Companion" Construction workers (FNCMB), and aimed at adapting the training related to renovation work and making it more appealing to young people. The CR2i is a partner of the CENTRE INFFO, within the framework of the project: Training, a tool in the fight against discrimination. Finally, it is a member of the development partnership in the Equal TALENT project, aimed at "Facilitating access to learning, promoting equal opportunities in the access to work placements, promoting diversity and equality in the orientation of young immigrant girls and boys".

The CR2i is also responsible for running the **FSE PAYSAGIR** project, initiated by the national Council of rural economy centres (CNCER), and designed to support the mutations of this network to help those involved in the rural world.

Within the **Leonardo Da Vinci** programme, the CR2i is involved in several projects designed to devise common European references (Sustainable professionalism European approach). It manages the EUROPLASTIC project (advanced production technician in the plastic industry) and is a partner in twelve other projects:

- LESCARPE: Training required to maintain the activity of manufacturing and marketing European shoes,
- KNOWOODNET: Creation of a European distance training network for the wood trade,
- CAMPUS TELECOM EUROPE: Training adaptation and promotion in the telecom sector,
- BEATRIC (Building European pAssport for TRansparent and International Certification),
- EUTRANEX (European Training Networks of Excellence),
- TEVAL (Transnational EVALuation model for teaching practice competencies),
- HELEN : Creation of a semantic Web on the subject of vocational training in Europe ,
- EUROPLASTIC: Common construction of a European certification reference on the profile of advanced plastification technician (Sustainable professionalism European methodology),

- COMINTER: Common construction of a European certification reference on the profile of advanced international trade technician (Sustainable professionalism European methodology),
- EMCET-2: regarding the development and communication of innovation and quality, within the framework of a modular vocational training approach
- E-CRAFT IDEA TUTOR: development of a creative e-learning environment for craftsmen and apprentices in the field of decorative arts in the European zone,
- VET Professional: Implementation, in association with the CEDEFOP, of a think tank and production group in charge of defining the methods and tools to help educators acquire new skills inherent in their evolving activity,

The CR2i is also participating in a **Socrates Minerva**: VIM (Virtual environment for experiencing Mathematics).

Within the framework of the preparatory work carried out for the project designed to revive the advanced international trade technician diploma (Leonardo COMINTER), funds from the apprenticeship tax have been allocated to the CIEP on behalf of the CR2i by the AGEFA PME (CGPME).

Co-funded projects relate to the General Integration Mission, relay systems, integrated vocational education, validation of acquired knowledge, personalisation of continuing training programmes and equal opportunities for women and men.

The number and size of the ongoing projects are due to the increasing importance of the CR2i throughout the implementation of new European programmes since 2000.

## 11.6. Mobility and Exchange

### 11.6.1. Mobility and Exchange of Pupils/Students

#### Pupil mobility : School trips

The framework Law for the future of school and certain application decrees published in the JO of 29/08/05, reflect the wishes of the ministry for National Education to largely open the school to the world. In this context, the legislative framework of the choice of school trip is set out by decree 2005 - 1145 of 09/09/2005 published in the JO of 11/09/05: "The board of governors gives its agreement on school trip programming and funding methods". A 1997 guideline from the Public Education code, reactivated in September 2005 reiterates, among other things, that the supervision of school trips comes under the definition of a public service mission and that the cost of the trip for the accompanying teachers must not be borne by the parents.

#### Pupil exchanges

These exchanges take place within the framework of matching agreements between French and foreign primary schools, [collège](#) and [lycées](#). A matching is a type of twinning between a French educational institution and a foreign partner institution.

These twinning agreements are not carried out on the basis of circumstantial relationships but involve a wish to establish a sustainable partnership, based on reciprocity and genuine educational cooperation.



The exchanges carried out in this context should by no means be traditional linguistic and cultural discovery trips. Integrated as they are into the [school project](#) and into an inter-disciplinary approach, they have a greater ambition. Each exchange should be organised on the basis of an annual theme determined after a consultation process and on which both groups of pupils work, notably using e-mail correspondence. The meetings should be an opportunity to look at the results and work on a collective summary report.

The final matching authorisation (circular no. 91-221 of 1<sup>st</sup> August 1991) is given by the [recteur](#), who notifies the [head teacher](#) or [head of the institution](#). Depending on the quality of the project presented and its inter-disciplinary aspect (circular no. 82-024 of 15 January 1982), financial support from the academy (academic committee) can be granted.

Matching initiatives are also designed for technical and vocational education pupils. They provide for work placements of variable duration, carried out in foreign companies and included in the training curriculum. These placements are notably carried out within the framework of the "Mobility" measure of the Leonardo da Vinci Community programme (3 to 39-week work placements for approximately 2,700 pupils, 700 of them apprentices, per year in France). More generally, school partnerships and work placements in European companies implemented and supported by the EFTLV (see 11.4.3.) must also be formalised by a matching procedure.

### **Student mobility**

France is actively involved in 2 major European initiatives designed to enhance student mobility in Europe via the aforementioned EFTLV programme (see section 11.4.3.):

- As part of the **Erasmus** initiative:
  - On the one hand, student programmes making it possible to follow part of the curriculum in a European partner higher education institution for a duration of 3 to 12 months, and have this study period carried out in Europe recognised by the university of origin, on the basis of a "study contract" and taking into consideration the ECTS statements issued by the partner institutions;
  - On the other, work placements making it possible to carry out a 13 to 52 week placement in a European company;
- And via the **Comenius** section of the EFTLV programme: language assistant positions enabling future language teachers to spend 3 to 8 months in a European school as a language assistant.

The favourite European destinations of French students are Spain, the United Kingdom, Germany, Italy and Ireland. Approximately 240,000 French students have joined the programme since its creation in 1987. Erasmus is increasingly popular in France: 470 French higher education institutions held the Erasmus University Charter in 2006-2007 and nearly 700 in 2008-2009.

Students and teachers are the main beneficiaries of Erasmus activities which, in 2007, were extended to others targets as part of university/company exchanges.

For private technical higher education institutions and institutions under the authority of a Chamber of Commerce, in particular engineering schools and higher business and management schools, student mobility is also reflected in the organisation of compulsory time spent abroad (academic stays in universities and other partner higher education institutions and work placements in companies) and, for some, the signing of double diploma agreements and, in the future, joint diplomas in line with the decree of 11 May 2005 mentioned above (see 11.5.3. above).

This situation reflects the development by the educational institutions of European and international strategies promoted by the active European and international development policy developed by the ministry for national education, notably via the implementation of the [LMD](#) reform (see 11.5.3. above) and the negotiation of four-year contracts, but also the foundation of a European and international mobility culture amongst French students. It is also related to the political wish to make mobility more



accessible, reflected in the existence of a number of incentives encouraging student mobility. These incentives result in the allocation of **various individual scholarships and aids**, financed by public funds, in the form of State-funded scholarships (notably the "Erasmus complements" and "mobility grants" financed by the ministry of higher education based on social criteria) or scholarships funded by Regional Councils and Departmental Councils.

The cumulative logic benefiting underprivileged students effective in the French scholarship system makes it possible to enhance the mobility of young people experiencing specific financial difficulties.

Information on financial aids granted to the students who wish to follow courses in a foreign higher education institution is regularly updated in the "Student Area" section of the website of the ministry for foreign affairs: <http://www.diplomatie.gouv.fr>.

### **The following scholarship systems are available:**

#### **A) Scholarships awarded by the ministry for national Education**

##### Mobility grants

Students benefiting from a grant awarded based on social criteria or from an educational allowance, preparing for a national qualification in certain public institutions of a cultural, scientific and professional nature (E.P.C.S.C.P.), can obtain a mobility grant to study abroad in a higher education institution. In order to promote the development of French student mobility in Europe, a reform of these grants is under way. It was decided to double the number of beneficiaries (i.e. 30,000 students) and to increase the monthly amount. Any student interested in this grant should apply directly to the international relations department of their institution.

##### Mobility grants for work placements

In the domain of post-*baccalauréat* vocational training and technical education, scholarships designed to support work placements in a European Union country are provided to students preparing for a **BTS** diploma. The placement, with a 3 to 10-week duration, must be in a foreign language, within an industrial or commercial company.

##### Studying in the countries of the Council of Europe

French students or students from the European Union who wish to pursue higher education in a public higher education institution in one of the member countries of the Council of Europe can benefit from a grant awarded based on social criteria, in the same conditions as in France, for the preparation of a foreign national qualification. Courses which, in France, are not under the authority of the ministry of national Education (e.g.: architecture, veterinary studies etc.) and language upgrade courses are excluded from this scope.

## **B) Scholarships awarded by the ministry of foreign Affairs:**

### Aid for the international mobility of French students

Different scholarship programmes are provided to young French people wishing to complete their education abroad. These are, for example, the Lavoisier programme, bilateral programmes, scholarship for the Bruges *collège*, scholarships for the Florence university Institute and scholarships for the Maison française of Oxford. These aids aim at training future administrative, cultural, industrial or scientific managers in international realities, supporting bilateral cultural, scientific and technical cooperation on mutual interest topics, promoting French education and research abroad and contributing to the reinforcement of cooperation between institutions, laboratories and specialists.

### Aid for studying in France

The ministry for foreign Affairs also awards scholarships within the framework of specific programmes under the direct responsibility of its services in Paris (International cooperation and development Branch, Scientific, university and research cooperation Branch, University and scientific cooperation sub-Branch, Training Office for foreigners in France).

These scholarships are mainly managed by two bodies:

- The CNOUS (National Centre for University and Academic Life), foreign scholarship students and international affairs sub-division (SDBEAI): <http://www.cnous.fr>
- The French Centre for international admissions and "EGIDE" exchanges: <http://www.egide.asso.fr>

To complete this system and continue to simplify procedures in an increasingly competitive environment, France created an agency for international, university and scientific mobility, CampusFrance in 2007. This operator takes charge of the missions thus far carried out by EGIDE, EduFrance and the CNOUS, for its activities regarding foreign students. It is placed under the double supervision of the ministry of Foreign Affairs and the ministry of national Education, higher Education and research. This institution has the status of a public interest group (GIP). Thanks to CampusFrance, foreign students will have a single contact point to support them throughout their project to study in France, from their orientation, enrolment and administrative formalities to their settling in France and educational monitoring. Trials were carried out in 2007-2008 in order to generalise the implementation of a number of measures in 2008 (in particular specific orientation, support as personalised as possible, allocation of tutors, one-stop office). (see: [www.campusfrance.org](http://www.campusfrance.org), a website designed in French, English and Spanish)

Three scholarship programmes designed to attract the best foreign students are mentioned hereafter:

- **"Eiffel" excellence scholarship:** set up in 1999, the "Eiffel excellence scholarship" programme is aimed at the best foreign students who want to continue their higher education in France, at *master* or doctorate level in 2<sup>nd</sup> and 3<sup>rd</sup> cycle levels, in three major domains: engineering sciences, economics – management, law – political science. In 2008, for the *master* section, 150 institutions submitted applications and 80 of them had at least one successful candidate. Out of 1,134 eligible applications, 399 were selected, which represents 35% of candidates admitted. For the doctorate section, the fourth selection of this programme selected 69 successful candidates out of 215 applications. 82 higher education institutions submitted applications and 43 of them had at least one student admitted.
- **"Major" excellence scholarship programme:** the objective of this excellence scholarship programme, launched at the beginning of the 2000 university year, is to facilitate the continuation of studies for former pupils of French *lycées* abroad, holders of a French *baccalauréat* who already benefit from a first 2-year excellence scholarship programme, managed by the Agency for French education abroad (AEFE). More specifically, the scholarship awarded enables those who completed their first cycle to continue studying for 3 more years, in *grandes écoles* or university cycles, until they are awarded the master

qualification. Since the beginning of the 2005-2006 academic year, the Major Excellence scholarship programme has been further developed. The number of excellence scholarship beneficiaries has increased as the amount of the scholarship is now modulated to take into account the financial situation of scholarship holders' families. This modulation has also been applied for new successful candidates entering the Major programme as from the beginning of the 2007-2008 academic year. Since the beginning of the 2007-2008 academic year, the unified management of the programme has been entrusted to the AEFE. This measure should make it possible to optimise this system to benefit the former pupils of French *lycées* abroad who continue studying in the French higher education system. The Major programme currently accounts for approximately 700 scholarship holders.

- **French Government scholarships:** these are awarded for studies, placements or linguistic trips to France. Most of them are awarded by the cultural cooperation and initiative Services of the French Embassies and general Consulates abroad. There are several categories of scholarship:
  - **Study scholarship:** the "study scholarship" is granted to students enrolled in the regular cycle of a French higher education institution with a view to obtaining a diploma awarded by this institution;
  - **Placement scholarship:** the "placement scholarship", the duration of which varies on average from 3 to 12 months, is awarded with a view to training, perfecting, recycling or specialised study connected with a professional occupation. It can also be a short-term linguistic scholarship or short-term pedagogical placement scholarship (3 months), for training courses authorised by the Ministry for national education;
  - **High level scientific trip scholarship:** the "high level scientific trip scholarship", with an average duration of one to three months, is granted within the framework of a high-level cultural, scientific, technical or industrial research and exchange programme;
- The **French Government scholarship** consists of the allocation of one or several of the following services:
  - payment of the welfare cover,
  - support payment grant,
  - payment of the training expenses,
  - total or partial payment of travelling expenses and luggage transport.

In addition, it should be underlined that foreign students, who do not benefit from a scholarship, can benefit, in the same capacity as French students, from particularly low enrolment fees for universities and public education institutions on the authority of the Ministry for national education (€135 to €400 a year).

Depending on their nationality or status, certain foreign students are also eligible for aid from the French ministry for national Education. For foreign students who wish to be informed on doctorate and post-doctorate educational aids, an annual guidebook is published by the national Association of doctors in science (ANDES) with help from the different relevant ministries. For further information, a website is available: <http://andes.asso.fr>

### **C) Mobility scholarships from the *Agence universitaire de la francophonie* (AUF or Academic agency for the French-speaking community)**

Several types of scholarships are provided to promote student mobility, ensure the development of regional excellence and organise research in the French-speaking community. For the 2009-2010 academic year, the AUF awarded 244 mobility grants at doctorate or post-doctorate level following an international call for candidates. Other mobility grants will subsequently be awarded following regional calls for candidates.

## 11.6.2. Mobility and Exchange of Teaching and Academic Staff

Designed first and foremost for language teachers, all the initiatives organised enable teachers to acquire, through a direct relationship with teachers, families and various persons in charge, a better knowledge of the partner countries and significantly enhance their teaching practices. Their organisation and implementation procedures vary according to the agreements signed with the different partner countries. Three types of initiatives (Franco-German exchange of primary education teachers, programmes managed by the CIEP and secondment) cover the scope of teachers' mobility. They should be distinguished from the potentially complementary European programmes.

These different actions, the objectives of which relate to linguistic and cultural domains, contribute to the continuing training of primary and secondary education teachers or to the dissemination of the French language abroad.

They are an integral part of the policy for the promotion and diversification of modern languages which constitute a national priority. It is incumbent upon academic and departmental managers to ensure the broadest possible dissemination of this offer amongst teachers.

### **1. Franco-German exchange of primary education teachers for the 2009-2010 school year**

To promote this exchange, guarantee its efficiency and a certain flexibility, the French and German staff in charge of the exchange have agreed, during their assessment meeting, upon suggestions to be submitted to academic decision-makers and *Länder* representatives:

- Both host countries will ensure that a sufficient observation period is provided to the teachers so they can familiarise themselves with new pedagogical methods;
- Each teacher will be allocated a limited number of classes and schools;
- Each *département* and each *Land* hosting foreign teachers will make sure that it sends and hosts new ones the following year;
- The academic decision-makers will strive to accept the applications of permanent teachers but also those of teachers due to become permanent at the end of the school year.

The objectives of the primary education teacher exchange programme are as follows:

- perfect the language skills of permanent *instituteurs* and *professeurs des écoles* interested in providing German language education when they return to France;
- provide French pupils with classes given by German teachers;
- contribute to the development of French language and cultural education in Germany;
- consolidate the school's international development;
- create favourable conditions for pupil and teacher mobility.

The permanent *instituteurs* and *professeurs des écoles* as well as trainee *professeurs des écoles* can apply for this bilateral exchange. To benefit from it, it is preferable that they have a basic command of the German language; however, the applications of particularly motivated teachers whose language skills need improving can also be accepted.

The teachers selected must sign the commitment to contribute, upon their return to France, to the development of German teaching in their *département*.

The exchange period is limited to one year. Under exceptional circumstances and following a reasoned opinion from the *inspecteur d'académie*, director of the national education departmental services (IA-DSDEN), it can be renewed for an additional year; in this case, the French teacher will not necessarily have the same posting in Germany.

## 2. Programmes managed by the Centre international d'études pédagogiques (International Centre for pedagogical studies, CIEP)

The International centre for pedagogical studies (CIEP) is responsible, in conjunction with the national Education general Inspectorate services, for the management, implementation and administrative and financial monitoring of the language courses abroad for primary and secondary education teachers operating in a public institution, similar position exchanges of English teachers with the USA, professional trips for modern language teachers or those teaching a non-linguistic subject in these languages and, for Quebec, primary education teachers as well as the CODOFIL programme regarding the trip to Louisiana for primary and secondary education teachers and candidates with a *maîtrise* in French as a foreign language (FLE).

The beneficiaries of the different training actions abroad must follow the entire course programme and scrupulously comply with the definitive arrival and departure dates determined and published in the information sheets relative to each training course. Trainees participating in trips and training actions abroad must fill in an evaluation questionnaire sent to them for this purpose.

To ensure the best possible selection of candidates and guarantee the complete efficiency of the system proposed, it is important that the *recteurs* take into account the opinion of the heads of institutions and inspectorate staff. In addition, a minimum three-year period is required before the same teachers can benefit from a new trip abroad, the objective being to enhance the mobility of all teachers concerned.

### a) Language courses abroad for primary education teachers

National Education inspectors in charge of districts must encourage the applications of *instituteurs* and *professeurs des écoles* willing to contribute to the development of modern language teaching in school and motivated by further language training and immersion in a foreign country. Due to the large number of applications, a preferential ranking of applications is established for each training course, in particular for the courses in Great Britain, prior to submitting all the applications to the CIEP.

### b) Language courses abroad for secondary education teachers

All language courses are now managed at national level. Following the establishment of a preferential ranking, the *recteur's* services send all applications to the CIEP.

### c) Professional trips for secondary education German, English, Spanish, Italian, Portuguese teachers or those teaching a non-linguistic subject in one of these languages

With a view to increasing teacher mobility and opening up education institutions to Europe, a programme of professional trips was created for 2009-2010 between France and Germany, Austria, Spain, Ireland, Italy, Portugal and the UK. This mobility programme, funded by the ministry of national Education, reinforces all the systems designed to encourage, in France, the learning of foreign languages and in a foreign language and develop professional and cultural exchanges between the education systems of the partner countries.

As part of this programme, French education institutions can also host a European colleague for one of these professional trips.

For Germany, Austria, Spain, Ireland and the UK, priority is given to the teachers and institutions proposing a partner teacher/institution in their application.

The purpose of this programme is as follows:

- participate in the life of a European education institution, for example via the observation of classes and educational practices, the provision of classes in conjunction with the foreign

colleague, the study of pupil support systems or the analysis of evaluation, guidance or management procedures;

- development or preparation of exchange and/or twinning projects between institutions, when relevant as part of an existing partnership between the *académie* of origin and the region of the host institution;
- preparation of joint educational projects of an inter-cultural and multi-disciplinary nature;
- preparation of individual pupil trips or exchanges, notably as part of the "Brigitte Sauzay", "Heinrich Heine" or "Voltaire" programmes for Germany.

These trips last 15 days, including one week taken as part of the French school holidays. The teachers selected receive a 400 Euros allocation for travel and accommodation expenses.

The host institutions can welcome a European colleague for 2 to 4 weeks according to the partner country. German, English, Spanish, Italian, Portuguese teachers or those teaching a non-linguistic subject must teach in a public secondary education institution.

#### d) Exchanges for similar positions

These exchanges are designed for permanent foreign language teachers in French public secondary education institutions and foreign teachers from public or private education institutions. Teachers participating in this programme exchange their position within their institution with that of a foreign colleague.

In 2009, exchanges for similar primary education teaching positions, from pre-school *grande section* to CM2 classes, with a colleague from Quebec are also available.

#### e) CODOFIL : Trips to Louisiana for primary and secondary education teachers and teachers of French as a foreign language

As part of France's support for the development of the French language in Louisiana (USA), French teacher positions are available in the schools of this State to *agrégé*, certified and equivalent teachers in certain subjects (English, plastic arts, physical education and sport, Spanish, history and geography, French language and literature, mathematics, life and Earth sciences, technology), to *instituteurs* and *professeurs des écoles* and those holding a *maîtrise* in French as a foreign language (FLE). These personnel can teach French or in French in the primary and secondary education institutions of Louisiana.

This programme is organised by the Council for the development of French language in Louisiana (CODOFIL) and the Louisiana education department, with help from the ministry of foreign and European affairs and the ministry of national Education.

The purpose of the programme is as follows:

- contribute to the development of French language education in Louisiana;
- perfect the language skills of French *instituteurs* and *professeurs des écoles* so that they can, when they return to France, teach English in primary school;
- provide teachers with experience in a different culture and education system;
- enable the teachers of French as a foreign language to perfect their teaching experience.

Teachers are posted to public institutions of the State of Louisiana that offer a programme in French as a foreign language or a so-called "immersion" programme (teaching the subjects of the US programme in French such as history and geography, mathematics, sciences) for primary schools or *collège* classes. During their time in Louisiana, these teachers will be under the supervision of local education authorities and must comply with the specific organisation and regulations of their host education institution.

At the end of their trip, each participant submits a report to the French Consulate-General in New Orleans which is communicated to the relevant authorities (the directorate general for international cooperation and development, DGCID, for the ministry of foreign and European Affairs and the directorate for European and international relations and cooperation, DREIC A1, for the ministry of national Education).

### **3. Secondment abroad**

Teachers can be posted abroad to carry out teaching duties (in institutions attached to the Agency for French education abroad – A.E.F.E. – or in other education institutions), or exercise non teaching functions (in the cultural, scientific or cooperation network of the ministry in charge of Foreign Affairs; as an international civilian volunteer or for international organisations).

The A.E.F.E. is a public national administrative institution under the authority of the ministry of Foreign Affairs. The agency directly manages 65 French education institutions abroad and has agreements with another 203 institutions managed by associations or foundations, most frequently under private contracts. **Expatriate jobs** can be offered to permanent national Education teachers. Posting under the authority of the A.E.F.E. is for a period of three years, renewable once. **Available expatriate posts or posts likely to become available are published in the official publication of the ministry of national Education, higher Education and Research.**

Under certain conditions, a teacher can be placed in a secondment position to teach in a primary, secondary or higher education institution abroad. It should be noted that teachers can only be posted in authorised education institutions under the decree no. 93-1084 of 9 September 1993 relative to French education institutions abroad. This list is updated annually by ministerial order.

In addition, the ministry in charge of Foreign Affairs offers available posts each year in its cultural, scientific and cooperation network. Recruitment as technical assistant and development worker abroad comes under the cultural, scientific and technical cooperation. It concerns secondments in institutions managed by foreign authorities.

## **11.7. Statistics**

### **Outgoing mobility of French students**

With 77,000 students enrolled abroad (including 24,000 in the Erasmus scheme), France is in second position worldwide for "outgoing" student mobility, behind Germany and ahead of Japan. However, this trend is on the decrease: with a student population up by 9% between 2000 and 2006, French international mobility dropped by 25% over the same period, decreasing from 4% to 3% of the students.

Source: [Les Notes de Campus France no. 14, July 2008](#).

### **Incoming mobility of foreign students**

With regard to "incoming" mobility at European level, France is among the countries most favoured by European students (20,673 students hosted in 2006-2007), behind Spain (27,464 students) but ahead of the UK (16,508 students) and Germany (17,878 students).

Source: Erasmus student mobility 2006/2007.

In 2008, the number of foreign students (both European and non European) reached 266,400, i.e. a 2.3% increase on 2007. In university (excluding IUFMs), foreign students represent 15.4% of enrolments. This proportion strongly increases with the course: they represent 10.8% of enrolments in

*Licence* courses, 20.4% in *Master* courses and 39.9% in Doctoral courses. In university (excluding IUFMs), nearly one in five students is from the European Union (17.8%), nearly one in two from Africa (46.7%) and one in five (22.5%) from Asia.

Source: [Repères et références statistiques, 2009 edition](#).



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## GLOSSARY

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**académie** (*académies*) : An administrative district of the French National Education system, in which the de-centralised services of the Ministry are grouped under the responsibility of a recteur. France is divided into 28 académies which roughly correspond to regional divisions.

**AFPA** (*Association nationale pour la formation professionnelle*) : National Association for Vocational Training. <http://www.afpa.fr/>

**Agrégation** (*agrégation, agregation*) : Agregation. A national competition for the recruitment of teachers, which gives access to the corps of agrégés in secondary education and in university, who belong to the civil service. There are separate competitive examinations for the agrégation for secondary schools and that for universities, which only exists in certain subjects.

**agrégé** (*agrégés*) : A teacher in secondary or higher education who has passed the agrégation examinations for secondary or higher education. Secondary school agrégés teach mostly in Lycées and sometimes in collèges, in preparation classes for grandes écoles (CPGE), in IUTs, in STS and sometimes in universities. Agrégés in higher education who are appointed to university professorships, teach in higher education.

**apprentissage** (*apprentissages, apprenticeship*) : Apprenticeship. This is a type of vocational training allowing young people from 16 to 25 years of age to learn a trade under a private work contract lasting from 1 to 3 years. They are under the control of a master and also follow courses in alternation with their practical work, in an institution called an apprenticeship centre (CFA, centre de formation des apprentis). In accordance with the framework law of 1989, all technological and vocational diplomas may be studied for with the apprenticeship system.

**baccalauréat** (*baccalauréats, bac*) : A national secondary school leaving diploma organised at Académie level. The Baccalauréat is the first stage in university education, since it gives access to higher education. There are three types of Baccalauréat: the general, the technological and the vocational Baccalauréats, the latter being created in 1985. This diploma gives the title of "bachelier".

**BEP** (*Brevet d'études professionnelles, brevets d'études professionnelles*) : This vocational diploma (Brevet d'études professionnelles) is a national diploma qualifying pupils for a range of trades. It is awarded to pupils having undergone two years of training in a vocational Lycée, continuing education, or distance education. It is becoming common for this diploma to offer entry into courses leading to a vocational or technological Baccalauréat.

**brevet** (*brevets*) : A national diploma (Diplôme national du brevet) organised at département level and awarded to pupils completing four years of study at collège (lower secondary education). The brevet is awarded on the basis of marks obtained in an examination comprising three papers (French, mathematics and history / geography) and marks obtained in fourth and third classes. Admission to the second class (higher secondary education) does not depend on possession of this qualification.

**brevet informatique** (*brevets informatiques, B2i, B.2.i.*) : Memorandum no. 2000-206 of 16 November 2000 defined an IT and Internet brevet (B.2.i.) with a level 1 for primary schools, level 2 for collèges and level 3 which was tested in 2003-2004. The B.2.i. is a certificate reflecting the skills in ICT activities developed by the pupils throughout their education.

**BT** (*Brevet de technicien*) : This national diploma of technical studies is awarded to students having gained complete practical experience of the techniques of a particular speciality. Those possessing a BT are known as "agent technique breveté" (qualified technical worker) or "technicien breveté" (qualified technician). These brevets are offered in general and technological Lycées (LEGTs) to pupils from general and technological second class or after a special studies second class. There is also an agricultural technician brevet. (BTA), which is offered by general and technological agricultural studies Lycées.

**BTS** (*brevet de technicien supérieur, brevets de technicien supérieur*) : The higher technical diploma (Brevet de technicien supérieur) is a national diploma of higher education awarded to pupils having completed two years of training either in a Lycée section for higher technicians (STS, section de techniciens supérieurs), or in a private institution. The BTS gives a professional qualification and leads

to skilled employment in a particular sector of industry, trade or applied arts or in the service industries.

**cahier des charges** (*specifications, manual of specifications*) : The “specifications” of teachers’ training defines the initial training course that IUFM students must pursue.

**CAP** (*Certificat d'aptitude professionnelle*) : The certificate of professional aptitude (Certificat d'aptitude professionnelle) is a national diploma awarded to pupils having undergone two years of training in a vocational Lycée, continuing education, or distance education, to qualify them for skilled or non skilled work in industry, a trade or the tertiary sector.

**CAPEPS** (*Certificat d'Aptitude au Professorat de l'enseignement physique et sportif*,) : Certificate of aptitude for teaching physical education and sport (CAPEPS)

**CAPES** (*Certificat d'aptitude au professorat de l'enseignement du second degré*) : Secondary school teaching qualification . Certificate of aptitude for secondary school teaching, certificat d'aptitude au professorat de l'enseignement du second degré. This is a competitive recruiting examination for university graduates or for persons from outside the EU possessing a diploma awarded after four years of university. Candidates selected undergo one year of practical training and are admitted to the civil service as secondary school teachers.

**CAPET** (*Certificat d'Aptitude au Professorat de l'Enseignement Technique*,) : This certificate guarantees that holders have passed a competitive teacher recruitment examination. The CAER-CAPET is the equivalent, except is reserved for teachers in private education institutions which are under a simple or associative contract with the State.

**CAPLP** (*Certificat d'Aptitude au Professorat de Lycée Professionnel*,) : There also exists the CAER-CAPLP for teachers working in private education institutions which are under simple or associative contract with the State.

**carte scolaire** (*cartes scolaires, secteur scolaire, school map, school sector*) : Zoning System. Method of allocating pupils at all levels of education depending on the division of académies into local catchment areas for collèges (one per 10,000 inhabitants in urban areas) and district catchment areas for Lycées (one district representing some 100,000 inhabitants in urban areas). The zoning system also refers to the allocation of teaching staff and appointments per school and local state teaching institutions (EPLE, Établissements Publics Locaux d'Enseignement).

**CEL** (*Contrat Educatif Local*,) : A contract to ensure the implementation of activities and deeds which ensures consistency between time spent for school, complimentary school and outside school activities.

**Certificat de formation générale** (*certificats de formation générale*) : Certificat de formation générale (general education certificate) This is a certificate delivered to pupils aged over 16 who leave school with no diploma. This certificate validates the basic knowledge acquired in French and mathematics, knowledge of the modern world, and the capacity to adapt to social and professional circumstances of pupils in third and fourth year of SES (special education sections) and EREA regional schools for adapted teaching (Ecole régionale d'enseignement adapté).

**certifiés** (*certifié, graduated, qualified, certified*) : A teacher in secondary education who has passed the CAPES or the CAPET for technical education (Certificat d'aptitude au professorat de l'enseignement), the CAPLP 2 for second grade vocational Lycées (Certificat d'aptitude au professorat de Lycée professionnel de deuxième grade), or the CAPEPS for PE and sports education (Certificat d'aptitude au professorat de l'éducation physique et sportive). Following the compulsory year of practical training and the decision of an examining board, certifiés are given tenure in the civil service and appointed to a collège, a Lycée for general and technical education (LEGT) or a vocational Lycée (LP).

**CFES** (*Certificat de fin d'études secondaires*) : The secondary school leaving certificate (CFES, Certificat de fin d'études secondaires), was created in 1994 and is delivered to pupils having failed the Baccalauréat in the summer and autumn sessions but having obtained nonetheless an average mark in the papers of this examination of at least 8/20.

**chef d'établissement** (*chefs d'établissement, head of institution, head of the institution, institution's head*) : "Le chef d'établissement" (the head of the institution) called "principal" in the collèges and "proviseur" in the lycées is both the executive body and the State representative within the institution.

**classes de 3ème d'insertion** (*classe de 3ème d'insertion*) : Integration third classes These third classes (classe de troisième d'insertion) have smaller numbers of pupils, around fifteen, and are for pupils in considerable difficulty. Pupils leaving this class are usually sent for training for a certificat of professional aptitude (CAP) in a vocational Lycée or in apprenticeship.

**CLIN** (*classe d'initiation,*) : A class for new non-speaking French immigrant students.

**CLIS** (*Classes d'intégration scolaire*) : Classes integrating mainstream education. These classes offer pupils with physical, sensorial or mental handicaps the opportunity to benefit from schooling adapted to their age, their capacities and to the nature and degree of their handicaps, in ordinary school surroundings. Since 1991 these classes have included the former consolidation classes and classes integrated into ordinary schools.

**collège** (*collèges, Collège*) : A state or private secondary school of lower level for all pupils having finished their primary education. Schooling in these institutions lasts four years, and the classes are the sixth, fifth, fourth and third classes in ascending order.

**CRI** (*cours de rattrapage intégré,*) : These remedial classes bring together students for 7-8 hours of weekly supplementary French lessons, during regular school hours.

**DEA** (*Diplôme d'études approfondies*) : This is a third cycle university degree (Diplôme d'études approfondies), awarded to students having completed one year of training in research, and comprising a dissertation and viva voce. Students awarded a DEA may apply for a doctoral thesis lasting 3 to 4 years. Students admitted to a DEA course must possess a master's (maîtrise) or equivalent degree.

**DESS** (*Diplôme d'études supérieures spécialisées*) : This is a third cycle university degree (Diplôme d'études supérieures spécialisées), which prepares students directly for professional life. It is awarded after one year of special training comprising a compulsory training period in a professional field. Students qualifying for this course must possess a master's (maîtrise) or equivalent degree.

**DEUG** (*Diplôme d'études universitaires générales*) : The second year university diploma of general studies (DEUG, Diplôme d'études universitaires générales), is a national diploma awarded to students completing the first cycle of university studies (Baccalauréat + 2). The title of the diploma includes the main subject studied.

**DEUST** (*Diplôme d'études universitaires scientifiques et techniques*) : The second year university diploma of scientific and technical studies (DEUST, Diplôme d'études universitaires scientifiques et techniques), is a national diploma created in 1984 and awarded to students completing the first cycle of vocational university studies (Baccalauréat + 2) in scientific and technical fields.

**directeur d'école** (*directeurs d'école, directeur de l'école, head teacher*) : Head teacher This is the head of a pre-school or primary school institution, chosen from primary school or school teachers, recruited from among those who have applied and enrolled on a list of aptitude. He or she may be dispensed entirely from teaching duties depending on the size of the school.

**doctorat** (*doctorats, doctorate, doctorates*) : Doctorate. A third cycle university diploma created in 1984 and delivered by National Education institutions of higher education. A doctorate is awarded for three to four years of research work under the guidance of a research director, following the diploma of master. The grade of "doctor" is awarded following a public viva voce examination to present the thesis or the research, and gives access to a post as a lecturer in a university.

**DRT** (*diplôme de recherche technologique,*) : A third cycle diploma («baccalauréat » + 5 years of higher education studies) issued at the end of innovative training in the field of technological research in industrial and tertiary sectors.

**Ecoles normales supérieures** (*école normale supérieure, écoles normales supérieures, Ecole normale, supérieure, ENS*) : Ecoles normales supérieures (ENS) These schools are state institutions of higher education for training of teachers in higher secondary education and higher education and research staff in some subjects (arts and sciences). The highly selective admission process to the 4

ENS is by competitive examination following two years of post-Baccalauréat study in preparation classes in Lycées (classes préparatoires aux grandes écoles, CPGE). ENS does not deliver any specific diploma, for students take normal university courses in parallel.

**Écoles normales supérieures** (*école normale supérieure, ENS*) : Etablissements public d'enseignement supérieur formant des enseignants de haut niveau du secondaire et du supérieur et des chercheurs dans certaines disciplines (littéraires et scientifiques). L'admission très sélective dans les ENS (au nombre de 4) se fait sur concours après deux années de préparation post-baccalauréat dans les "classes préparatoires aux grandes écoles" (CPGE) des lycées. Les ENS ne délivrent pas de diplômes spécifiques, les étudiants suivant parallèlement un cursus normal universitaire.

**EPCI** (*établissement public de coopération intercommunale*) : A single institution servicing several under-populated communities.

**EPCSCP** (*Etablissement Public à Caractère Scientifique, Culturel et Professionnel*) : Public institutions for scientific, cultural and vocational education.

**EPLE** (*établissement public d'enseignement*,) : A general term encompassing all secondary education institutions (« collège », « lycées »...).

**EPS** (*éducation physique et sportive*,) : Physical and sport education.

**EREA** (*établissements régionaux d'enseignement adapté*) : Regional institutions for adapted education. These State institutions are boarding schools often including the educational offer of schools, collèges, lycées and vocational lycées. EREA were created by Decree n° 54.46 dated January 4 1954, and take pupils who cannot gain useful benefit from normal general and vocational education. Children with very severe learning difficulties or severe handicaps are taken. The Decree dated August 30 1985 on administrative and financial organisation of EPLE (Lycées, collèges and institutions for specialised education) classified them as secondary institutions.

**Grande Ecole** (*grande école, grandes écoles, Grandes Ecoles*) : State or private institutions of higher education. Admission to grandes écoles is by highly competitive entrance examinations following two years of study in classes to prepare for them (CPGE) in Lycées, or by selection on the basis of school records after the Baccalauréat. Grandes écoles offer high level diplomas in engineering, management and research.

**Grande école** (*grandes écoles*) : Etablissement public ou privé d'enseignement supérieur. L'admission dans les grandes écoles est soumise à une sélection rigoureuse sur concours après deux années dans une classe préparatoire aux grandes écoles (CPGE) implantée dans un lycée ou sur dossier après le baccalauréat. Les grandes écoles forment des diplômés de haut niveau (ingénieurs, gestionnaires, chercheurs...).

**grands établissements** : Specialised institutions for higher education: l'Institut d'études polytechniques de Paris, l'Ecole nationale des chartes, l'Ecole pratique des hautes études, l'Ecole des hautes études en sciences sociales, l'Institut national des langues et civilisations orientales, l'Observatoire de Paris, l'Institut de physique du globe, l'Ecole nationale supérieure des sciences de l'information et des bibliothèques.

**Habilitation à diriger des recherches** : Research fellowship (Habilitation à diriger des recherches) This is the highest grade in French higher education. It is a national diploma awarded by universities to doctors and allows them to apply for professorships. It is awarded upon recognition of a high scientific level, mastery of an autonomous research strategy and the capacity to guide young researchers.

**inspecteur d'académie** (*inspecteurs d'académie*) : Académie inspector This is a civil servant in charge of département National Education services, placed under the double tutelage of the recteur and the préfet. He or she is responsible for implementing and directing the Ministry's educational policy in the département.

**inspecteur de l'Education nationale** (*inspecteur de l'Éducation nationale, inspecteur de l'Éducation nationale, inspecteurs de l'Education nationale, IEN, inspecteurs de l'Éducation nationale*) : National Education inspector (IEN) This civil servant is recruited by competitive examination or by proposal from among teaching, educational or guidance staff or management staff under the authority of the

Minister of National Education. The IEN is placed under the académie inspector, director of département National Education services, and is responsible for a first level school district. He or she inspects nursery and primary schools and teachers, and advises on teaching and training.

**Institut universitaire de technologie (IUT, *instituts universitaires de technologie*)** : University Institute of Technology. Institut universitaire de technologie, university institute of technology. These are part of universities and give two year courses in vocational subjects.

**IUFM (*Instituts universitaires de formation de maîtres, I.U.F.M.*)** : University institutes of teacher training. The framework law on education, dated July 10 1989, created one IUFM in each académie. They are State institutions of higher education which, in 1991, replaced the former teacher training institutions for primary and secondary education: ecoles normales d'instituteurs, regional teaching centres, national ecoles normales for apprenticeship, and training centres for technical teachers. Each institute is attached to one or several universities or other State institutions of learning, whether scientific, cultural or vocational. In 1990-91, three IUFMs were opened experimentally in Grenoble, Lille and Reims. on June 17 1991, 25 other IUFMs were created by Decree, so that since the autumn term 1991 there has been one institute for each of the 28 académies. The 29th, that for the Pacific, was opened in autumn 1992.

**licence (*licences*)** : The French national higher education degree (equals to the bachelor's degree) awarded after three years of university study or following the first year of the second cycle of university studies. The title of the licence includes the national reference to the main subject studied.

**licence professionnelle (*Licences professionnelles*)** : This new national diploma of « Licence » created by decree dated November 17 1999 shall come into force the 2000-2001 academic year. This level « DEUG »+1 is designed to facilitate the integration of graduates into professional life. It is delivered by universities either alone or in association with other higher education public bodies. This degree course of one year is designed around close partnership with professionals. The « licence professionnelle » can be taken as initial training or as continuing education.

**L'IGAEN (*IGAEN*)** : The IGAEN is responsible for supervising and inspecting staff, the central and académie services and institutions under the direct authority of the Ministry. He or she also supervises administration of the educational system, and the consistency and effectiveness of structures and methods.

**LMD (*la réforme LMD*)** : The “LMD reform” is harmonising the French university system with its European equivalents, by offering three education levels (licence=bachelor's degree / master's degree / doctorate).

**LOLF** : The loi organique relative aux lois de finances (LOLF – organic law relative to the laws of finance) no. 2001-692 of 1st August 2001. The purpose of this law is to reform the State's management as a whole, which is to say the way public funding is used by each ministry. This reform aims at establishing a more democratic and efficient management of public expenditure.

**lycée (*lycées*)** : A state or private secondary school at higher level. There are two categories of lycée : those for general and technological education (LEGT), and those for vocational studies (LP).

**maîtrise (*maîtrises*)** : The French national postgraduate degree equivalent to a master's and awarded at the end of the fourth year of university studies or the end of the second cycle. Most maîtrises require students to write and present a dissertation. Some maîtrises, which are studied for in two years following a DEUG or equivalent qualification, offer vocational training. These are the management science diploma or MSG (Maîtrise en sciences de gestion), the science and techniques diploma or MST (maîtrise de sciences et techniques) and the IT methods applied to management diploma, or MIAGE (Maîtrise des méthodes informatiques appliquées à la gestion).

**Master (*master, masters, Master, Masters*)** : A university degree created by decree n° 99-747, August 30th, 1999. It is issued to graduates who have a “baccalauréat” degree or equivalent (a secondary education leaving examination, qualifying for university entry) + 5 years of higher education studies (DESS, DEA, engineer degree, or of equivalent level). Situated between the bachelor degree (baccalauréat + 3 years of higher education studies) and the “doctorate” (baccalauréat + 8 years of higher education studies), the Masters aims to create greater coherency and flexibility among French post-bachelor programmes, in particular addressing universities and other higher education institutions, as well as to facilitate validation with foreign degrees and student mobility.

**PPRE** (*le PPRE, les PPRE*) : The personalised programme for educational success (PPRE) consists of a coordinated plan of action, designed to deal with a given pupil's difficulties and formalised in a document specifying its objectives, procedures, schedule and evaluation methods. It is drawn up by the pedagogical team and discussed with parents. This is a "personalised" programme because it is adapted to a specific pupil.

**principal** : (head teacher) A civil servant recruited via a competitive entrance examination from among teaching, education or guidance staff and appointed by the Minister for National Education as head teacher of a lower level state secondary school (*collège*).

**Professeur des écoles** (*professeurs des écoles*) : School teacher This is a corps of civil service teaching staff qualifying for the Professional diploma of school teacher (DPPE, *Diplôme Professionnel de Professeur des Ecoles*), created in 1992. School teachers teach in nursery and elementary schools. They are to replace primary school teachers progressively.

**professeur principal** (*professeurs principaux*) : Class teacher This teacher is chosen by the head teacher from those teaching a particular class to co-ordinate the teaching team. He or she also plays a leading role in organising and presiding over the class council, and monitors pupils' progress and career guidance. He or she is the person in contact with parents.

**programme scolaire** (*programme national, programmes scolaires, programmes nationaux, programmes scolaires nationaux, school programmes, school programme, national programme*) : The programmes define, for each cycle, the essential knowledge that must be acquired during this cycle as well as the methods which must be assimilated. They constitute the national framework within which teachers structure their teaching.

**projet d'établissement** (*projet d'école, projets d'école, projets d'établissement, school plan, school project*) : School Plan (project) A school plan is a programme of action which each school draws up to describe how national objectives and curricula are to be implemented. The framework law of 1989 on education provided for compulsory school plans in *collèges*, *Lycées* for general and technological education and vocational *Lycées*. The plan is adopted by the school board (for primary schools) and the administrative board for *collèges* and *Lycées*, after proposal by the teaching staff.

**proviseur** (*proviseurs*) : A civil servant recruited via a competitive entrance examination from among teaching, education or guidance staff and appointed by the Minister for National Education as head teacher of a superior level state secondary school (*Lycée*).

**RASED** (*réseaux d'aides spécialisées aux élèves en difficulté*,) : A network of specialised assistance workers to create a link between health and social services.

**recteur** (*recteurs*) : A higher civil servant appointed in the Council of ministers by decree of the President of the Republic. The recteur is an agent of the central authority, and represents the Minister of National Education at *académie* level. He is responsible for the entire education department in his constituency, and has some duties in private education. He is "Chancellor of the Universities" for higher education.

**rectorat** (*rectorats*) : Rectorat All the regional administrative services charged with administering national education at *académie* level, under the authority of the recteur.

**sectorisation** : Method of allocating pupils to a particular school according to their place of residence.

**SEGPA** (*Section d'enseignement professionnel adapté*) : Section for adapted vocational education. A structure within *collèges* for pupils with severe learning difficulties after primary school. Pupils spend two years in general education here, followed by four years of general and vocational education.

**SES** (*Section d'éducation spécialisée*) : Special education sections (*section d'éducation spécialisée*) are structures designed for pupils in considerable difficulty at the start of their secondary education. Pupils are given two years of general training followed by one to four years of general and vocational education.

**socle commun** (*socle commun de connaissances et de compétences, common foundation*) : The common foundation ("socle commun"), instituted by the decree of 11 July 2006, is structured around

seven principles. It constitutes the new reference for the drafting of national educational programmes. The pupils' command of this foundation will be evaluated regularly.

**STS** (*Section de techniciens supérieurs, sections de techniciens supérieurs*) : Section for higher technicians (Section de techniciens supérieurs). This is a higher training course, set up in the state Lycées, which lasts two years and prepares students for the higher technical diploma (BTS). It is assimilated as a university course.

**TICE** (*technologies d'information et de communication éducatives*,) : Computer programs and other means of communication used for educational purposes.

**TPE** (*travaux personnels encadrés*,) : The TPE is an ongoing study project, which provides students the opportunity to research, individually and within a team. TPE is multidisciplinary in nature, leading up to a concrete product. All TPE must include a research component and data manipulation. Since 2005, the TPE is no longer included in the "classe terminale" (the last year of superior secondary studies). However, it continues to be a compulsory activity for the "classe de première" (the year preceding the last year of superior secondary studies).

**UFR** (*unités de formation et de recherche*) : Depuis la loi sur l'enseignement supérieur de 1984, une des composantes de base des universités regroupant des départements de formation et des laboratoires ou centres de recherche. L'UFR s'organise autour d'un projet éducatif et d'un programme de recherche mis en œuvre par des enseignants-chercheurs relevant d'une ou plusieurs disciplines fondamentales.

**unités de formation et de recherche (UFR)** : Units of training and research (UFR, unité de formation et de recherche) Since the law of 1984 on higher education, this has been one of the basic units in universities with educational departments and research centres or laboratories. Each UFR has a teaching plan and a research programme set up by the researcher - teachers in one or several foundation subjects.

**UNSS** (*Union Nationale du Sport Scolaire*,) : UNSS

**VAE** : The validation of acquired experience (VAE) represents the value attributed to adults' acquired knowledge validated by the corresponding diploma or the related units of the diploma.

**ZEP** (*zones d'éducation prioritaire*) : Zones for priority education. These are areas where social conditions are such as to constitute a social risk, even an obstacle, to successful schooling for children and adolescents living there and, therefore, ultimately for their social integration. The aim of priority education policy is to obtain significant improvement of pupils' school results, particularly of the most unfortunate.

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## LEGISLATION

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**19th of december decree (Order) :** 19-12-2006, MENS0603181A, Journal Officiel du 28-12-2006, texte 25, <http://www.journal-officiel.gouv.fr/frameset.html>, 12/06/2007

The order of 19 December 2007 is setting out the "specifications" (cahier des charges) of IUFM teachers' training courses.

**Application of the "cahier des charges" (decree) :** 23-2-2007, 2007-045, RLP 438-5 MEN-BDC, <http://>

This decree concerns the teachers vocation.

**Circular n°2005-204 (Circular) :** 29-11-2005, MENE0502572C, BO n° 45 du 8 décembre 2005, <http://www.education.gouv.fr/bo/2005/45/MENE0502572C.htm>, 11/06/2007

Regulations for the establishment of the label "lycée des métiers" (professional lycée), previously defined by decree no. 2003-036 of 27 February 2003.

**Decree 25/04/2002 (Decree) :** 25/04/2002, MENS0200982A, Journal Officiel, <http://www.admi.net/jo/20020427/MENS0200982A.html>, 11/06/2007

General regulations of the national master degree.

**Decree n° 2005-1145 (Decree) :** 9 septembre 2005, MENE0501954D, J.O n° 212 du 11 septembre 2005 page 14787, texte n° 16,

<http://www.legifrance.gouv.fr/WAspad/UnTexteDeJorf?numjo=MENE0501954D>, 14/06/2007

This decree is setting out regulations for the local state education institutions (EPLE) and is modifying the decree n°85-924 from the 30th of august 1985.

**Decree n°2006-830 relative to the common foundation of knowledge and skills (socle commun) (Decree) :** 11/07/2006, MENE0601554D, JO du 12 juillet 2006, texte 10, <http://www.journal-officiel.gouv.fr/frameset.html>, 12/06/2007

The decree guarantees that all students have the necessary means to acquire a common foundation consisting of basic knowledge and skills crucial to academic success and further training, to building a personal and professional future, and to creating a successful life in society.

**Décret du 11/07/1979 donnant compétence aux inspecteurs d'académie sur l'implantation des emplois d'instituteurs (Decree) :** 11/07/1979

(Decree of 11/07/1979 which authorises académie inspectors to decide where jobs as primary school teachers are to be created) This decree delegates to académie inspectors, directors of département services for National Education, the power to take measures as to the opening or closing of classes in state pre-elementary, elementary or special schools and also as to the distribution of jobs as primary school teachers allocated in each département.

**Décret du 18/02/1966 sur le contrôle de l'obligation scolaire (Decree) :** 18/02/1966, 66-104

(Decree of 18/02/1966 on enforcement of school attendance) This decree concerned supervision of compulsory school attendance, and punitive action against infringements in the form of suspension of family allowances or criminal prosecution.

**Décret du 21/03/1959 sur la durée de l'année universitaire (Decree) :** 21/03/1959

(Decree of 21/03/1959 on the length of the university year) This decree was detailed in the circular of 12/06/1959 on re-organisation of the university year.

**Décret du 24/02/1989 relatif aux directeurs d'écoles (Decree) :** 24/02/1989, 89-122

(Decree dated 24/02/1989 on school head teachers) This decree sets forth the functions of school head teachers and the conditions under which they are appointed and promoted.

**Décret du 28/08/1990 (Decree) :** 28/08/1990

(Decree of 28/08/1990) This decree dated 28/08/1990 (amended by the decree of 27/11/1990) delegates permanent powers to académie inspectors, directors of département services of National Education, as regards management of school teachers.



**Décret du 30/08/1985 relatif aux établissements publics locaux d'enseignement (Decree) :** 30/08/1985, 85-924

(Decree dated 30/08/1985 on local State institutions of education) This decree specified the administrative and financial organisation of local State institutions of education (EPLE). collèges, Lycées, and regional schools for adapted teaching (EREA).

**Décret du 6/02/1986 (Decree) :** 06/02/1986, 86-195

(Decree of 6/02/1986) This decree made provision for the common university and inter-university services for reception, guidance and professional integration of students (SCUIO).

**Décret du 6/06/1984 (Decree) :** 06/06/1984, 84-431

(Decree of 6/06/1984) The decree of 06/06/1984, which completed the law of 26/01/1984 on higher education, provided for the status of teaching staff in higher education.

**Décret du 6/09/1990 sur l'organisation et le fonctionnement des écoles maternelles et élémentaires (Decree) :** 06/09/1990, 90-788

Decree dated 06/09/1990 on the organisation and operation of nursery and elementary schools

**Décret n° 2002-604 (Decree) :** 25/04/2002

Modifiant le décret n° 99-747 du 30/08/1999 relatif à la création du grade master.

**Décret n°2001/757 (Decree) :** 28/08/2001, 2001/757

Pris en application de l'article L. 423-1 du code de l'éducation et relatif aux groupements d'intérêt public constitués entre l'Etat et des personnes morales de droit public ou de droit privé dans le domaine de la formation continue, de la formation et insertion professionnelle.

**Décret n°2005-1011 (Decree) :** 22 août 2005, 2005-1011, BO n°31 du 1er septembre 2005, <http://www.admi.net/jo/20050825/MENE0501621D.html>, 11/06/2007

Regulations for the organisation of the education of foreign languages in school and establishment of special academical board for its supervision.

**Décret relatif au statut du corps de l'inspection générale de l'administration de l'Education nationale (Decree) :** 14/04/1965, 65-299

(Decree on the status of the corps of general inspectors of administration of national Education) The decree of 14/04/1965 laid down the procedures for recruitment and promotion in the corps of inspectors of the administration of National Education (IGAEN). It was detailed in general instruction n° 65-454 dated 20/11/1965, on the organisation and operation of the general inspection of administration of National Education.

**Dispositions statutaires relatives à la fonction publique de l'Etat (Law) :** 11/01/1984, 84-16, Journal Officiel (JO) du 12-01-1984, <http://www.legifrance.gouv.fr/texteconsolide/PFEAC.htm>, 11/06/2007

Statutory provisions on State civil servants (consolidated version from 6th of march 2007)

**Guidance Law and Programme for the Future of Schools (Law) :** 23 avril 2005, MENX0400282L, Journal officiel de la République française n° 96 du 24 avril 2005, page 7166,

<http://www.legifrance.gouv.fr/WAspad/UnTexteDeJorf?numjo=MENX0400282L>, 11/06/2007

This law is defining the main principles organising the general National Education policy.

**Head teachers (Service note) :** 21-6-2006, MENH0601560N, MEN/DGRH B1-3,

<http://www.education.gouv.fr/bo/2006/26/MENH0601560N.htm>, 11/06/2007

(Circular dated 07/12/1992 on teaching dispensations for head teachers.) This note states the regulations for teaching dispensations for head teachers.

**Higher education law n°84-52 (Law) :** 26-01-1984, n° 84-52, Journal Officiel,

<http://www.admi.net/jo/loi84-52.html>, 14/06/2007

Law also known as "Savary's law".

**Law for equal opportunities (Law) :** 31-03-2006, SOCX0500298L, JO 79 du 2 avril 2006,

<http://www.admi.net/jo/20060402/SOCX0500298L.html>, 12/06/2007

This law defines some measures in aid of national Education by setting out the goal of school: to guarantee professional skills and command of french language to all students.

**Law for the equal rights and opportunities, participation and citizenship of disabled persons**

(Law) : 11-02-2005, SANX0300217L, J.O n° 36 du 12 février 2005 page 2353,  
<http://www.senat.fr/apleg/pjl03-183.html>, 20/06/2007

TITLE IV/ ACCESSIBILITY/ Chapter I/ Schooling, higher education and vocational training

**Law for university liberties and responsibilities (law) : 10 august 2007, 2007-1199, JO n°185 du 11-08-2007 page 13468 texte n°2, <http://nouvelleuniversite.gouv.fr/>, 27 mars 2008**

Law reforming the autonomy status and the management in the universities.

**Law reforming child protection (law) : 5 march 2007, 2007-293, JORF n° 55 du 6-3-2007, page 4215, <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000823100&dateTexte=, 27-3-2008>**

**Learning of reading (Order) : 24-3-2006, MENE0600958A, JO DU 30-3-2006,**

<http://www.education.gouv.fr/bo/2006/13/MENE0600958A.htm>, 14/06/2007

Concerning the reading methods and the reading skills for the primery education level.

**Loi de décentralisation du 22/07/1983 (Law) : 22/07/1983, 83-663**

(Decentralisation law dated 22/07/1983) The law of 22/07/1983 completed law no. 83-8 of 07/01/1983 as regards division of duties between districts, départements, regions and the State. The law laid down the basic principles and the methods of transferring responsibility (Chap. 1), and provided for new duties for local authorities, especially as regards education (Chap. 2.2.)

**Loi de programme sur l'enseignement technologique et professionnel (Law) : 23/12/1985, 85-1371**

(Framework law on technological and vocational education) The 1985 law, called the Carraz law, acknowledges technological and vocational education as "a determining factor in modernising the French economy" (Art. 1). It provides for renovation of technological and professional education in secondary and higher education. Amongst other measures, it introduces technology courses in all collèges, creates vocational Lycées and technological education Lycées, as well as a vocational Baccalauréat.

**Loi d'orientation de l'enseignement supérieur (Law) : 12/11/1968, 68-978**

(Framework law on higher education) The 1968 framework law, called the Edgar Faure law, was the basic legislative framework for university organisation in France. The law provided for academic, administrative and financial autonomy of the universities, which replaced the old faculties. Article 3 of the law provided that universities were "State institutions for scientific and cultural education, with legal personality and financial autonomy". The universities included new entities called units of education and research (UERs), created to encourage pluridisciplinarity, by associating arts and letters with science and techniques in courses. The law laid down the framework for university academic autonomy (Art. 19). It also set up a national council for higher education, presided over by the Minister for National Education (Art. 9). This law has not been repealed and those provisions not in contradiction with those of the law on higher education dated 26/01/1984 remain in force.

**Loi d'orientation et de programme du 3/12/1966 (Law) : 03/12/1966**

(Framework law dated 03/12/1966) Charter for vocational training, which made the latter a national obligation and developed the State's contractual policy. This law set up inter ministerial co-ordination bodies for consultation with the "social partners" and set up a fund for vocational training.

**Loi d'orientation sur l'éducation (Law) : 10 juillet 1989, 89-486, Journal Officiel,**

<http://www.aideeleves.net/reglementation/loide89.htm>, 11/06/2007

La loi d'orientation sur l'éducation du 10 juillet 1989, dite aussi loi Jospin (du nom du ministre chargé de l'Éducation nationale Lionel Jospin), est une loi qui modifie largement le fonctionnement du système éducatif. Son article 1er a valeur de programme pour le système éducatif tout entier et commence par la phrase : « L'éducation est la première priorité nationale. » La loi souligne l'existence d'une « communauté éducative » déjà affirmée par la loi Haby. Elle insiste sur la nécessité d'intégration des élèves et étudiants handicapés. Parmi les objectifs de la loi figure celui de conduire l'ensemble d'une classe d'âge au niveau du certificat d'aptitude professionnelle (CAP) ou au brevet d'études professionnelles (BEP) et 80% de la même classe d'âge au Baccalauréat.

**Loi du 12/07/1875 sur la liberté de l'enseignement supérieur (Law) : 02/07/1875**

(Law of 12/07/1875 on the freedom of higher education) This law specified the conditions under which free institutions for higher education could be opened, and the admission criteria for students.

**Loi du 13/07/1983 relative aux droits et obligations des fonctionnaires (Law) : 13/07/1983, 83-634**

Law dated 13/07/1983 on the rights and obligations of civil servants

**Loi du 2/03/1982 (Law) : 02/03/1982, 82-213**

(Law of 2/03/1982) As regards decentralisation, the law of 02/03/1982 laid down the rights and freedoms of districts, départements and regions.

**Loi du 22/07/1983 (Law) : 22/07/1983, 83-663**

In the framework of decentralization, the law dated 22/07/1983, completing law no. 83-8 dated 07/01/1983, distributes responsibility between communes, départements, the regions and the State, particularly as regards education. The transfer of State decisional power to local authorities, elected by universal suffrage, changed the organisation of the French educational system. The law dated 22/07/1983 changed the status of collèges, Lycées and special education institutions, which became local State schools (EPLE), with autonomy, their own legal personality and government by a board on which there are representatives from the local authority, the civil service, staff and users.

**Loi du 24/02/1984 (Labour Code) : 24/02/1984, 84-130**

(Law of 24/02/1984) The law dated 24/02/1984 on vocational training made it compulsory to negotiate vocational training with professional branches or, failing this, with companies. The law also regulates the market for vocational training by laying down various obligations for training organisations.

**Loi du 24/02/1984 (Law) : 24/02/1984, 84-130**

(Law of 24/02/1984) This law amended the Labour code as regards vocational training.

**Loi du 25/11/1977 (dite loi Guerneur) (Law) : 25/11/1977, 77-1285**

Law of 25/11/1977 (known as the Guerneur law) This law gave private school teachers the same rights as those of teachers in State schools.

**Loi du 31/07/1959 sur la promotion sociale (Law) : 31/07/1959**

(Law dated 31/07/1959 on social promotion) The law of 31/07/1959, also known as the Debré law, was the first attempt at consistent organisation of all State adult training actions. This law created a co-ordination committee for social promotion and a fund for social promotion. The law recognised the necessity for financial assistance from the State.

**Loi du 31/12/1991 (Labour Code - Social Security Code) : 31/12/1991, 91-1405**

(Law of 31/12/1991) The law of 31/12/1991 makes adjustments to certain provisions of the agreement of 03/07/1991. This law increases the financial participation of businesses in vocational training, creates two new methods of integrating young people in working life (career contract, and local career contract), legal recognition of the check-up on personal and professional capacity available to employees via special leave or under the training project, and regulation of the clauses on training credit and training outside the workplace under the training project.

**Loi du 7/01/1983 (Law) : 07/01/1983, 83-8**

(Loi du 7/01/1983) In the framework of decentralisation, the law dated 07/01/1983 provided for division of duties between districts, départements, and regions.

**Loi encadrant, en application du principe de laïcité, le port de signes et de tenues manifestant une appartenance religieuse dans les écoles, collèges et lycées publics (Law) : 15/03/2004,**

2004-228, JO n°65 du 17 mars 2004, page 5190,

<http://www.legifrance.gouv.fr/WAspad/UnTexteDeJorf?numjo=MENX0400001L>, 13/06/2007

Law forbidding pupils to wear extremely visible signs of religious belonging in an educational institution.

**Loi fixant les rapports entre l'Etat et les établissements d'enseignement privés (Law) : 31/12/1959, 59-1557**

(Law laying down the relationships between the State and private schools) The law of 1959, known as the Debré law, provided for a contractual system (straightforward or associative contracts) between the State and private schools (mainly Catholic) wishing to undertake them. The State undertook to pay

teachers and in some cases (contracts in association) for school operation. The school in return offered courses corresponding to national curricula and was subject to inspection of its teachers by the Ministry of National Education.

**Loi n° 2003-400 (Law) :** 30/04/2003, MENX0300020L  
Loi relative aux assistants d'éducation.

**Loi n°2003-339 (Law) :** 14/04/2003, 2003-339, *Journal Officiel* du 15/04/2003  
Article L213-11 relatif aux transports scolaires.

**Loi portant organisation de la formation professionnelle continue dans le cadre de l'éducation permanente (Law) :** 16/07/1971, 71-575

(Law on organisation of continuing vocational education) This law institutes the "right to training" and provides for minimum remuneration for any worker undertaking a continuing education course. Funding of this training is by businesses employing more than 10 employees, which are obliged to allocate a percentage of their total payroll to training (Art. 13). The law provides that training actions be organised under contracts.

**Loi quinquennale relative au travail, à l'emploi et à la formation professionnelle (Law) :**  
20/12/1993, 93-1313

(Five year law on work, employment and vocational training) This law, which was passed to combat unemployment, acknowledges the special responsibility of national education in integrating young people in the work market. The law provides that "all young people must be given professional training before leaving the education system, whatever the level they have reached" (Art. 54). Thus, the law provides measures to re-vamp apprenticeship and to integrate young people in working life.

**Loi relative à la formation professionnelle tout au long de la vie et au dialogue social (Law) :**  
04/05/2004, 2004-391, *JO* n° 105 du 5 mai 2004, page 7983

**Loi relative à l'apprentissage (Law) :** 07/01/1983, 83-8

(Law on apprenticeship) The law lays down the principle that apprenticeship is a method of giving young workers having completed schooling a general theoretical and practical training, for the purpose of gaining professional qualifications leading to technology diplomas. The law lays down a number of general rules on apprenticeship. Training is organised on the basis of alternation, part in industry, and part in the apprenticeship centre. A contractual relationship must be created between the apprentice and the employer, by means of an apprenticeship contract.

**Loi relative à l'éducation (Law) :** 11/07/1975, 75-620

(Law on education) The law on education dated 11/07/1975 known as the Haby law, was considerably amended by the framework law on education dated 10/07/1989. The Haby reform of 1975 created a "single collège" which replaced the collège of general education, the collège of secondary education and the first cycle of Lycées. The law also re-organised elementary schooling (Art. 3), providing for a single curriculum spread over five successive levels.

**Loi relative aux libertés et responsabilités locales (Law) :** 13/08/2004, 2004-809, *JORF* du 17 août 2004, pages 14545-14597, <http://www.senat.fr/dossierleg/pjl03-004.html>, 11/06/2007

The law is reinforcing the decentralization and is transferring some of the responsibilities of the State to the local authorities.

**Loi scolaire de 1881 (Law) :** 16/06/1881

(School law of 1881) The law instituting primary school education in State schools entirely free of charge. Article 7 provides that "among state primary schools compulsorily paid for by local authorities" were local girls' schools, asylums and intermediate classes between the asylum and primary school, known as "nursery classes".

**Loi sur l'enseignement primaire obligatoire (Law) :** 28/03/1882

(Law on compulsory primary schooling) The law of 1882, known as the Jules Ferry law, provided (Art. 4) that "primary instruction is compulsory for children of both sexes aged from 6 to 13. It can be given either in primary or secondary schools, whether State or private, or in families by the father himself or by any person he chooses".

**Loi sur l'enseignement supérieur (Law) : 26/01/1984, 84-52**

(Law on higher education) The 1984 law on higher education, known as the Savary law, defines the basic principles applying to higher education courses under the responsibility of the Ministry of Higher Education and Research, and also establishes the principles governing the organization and operation of higher education institutions, including universities, colleges and institutes outside universities, teacher training colleges (*écoles normales supérieures*), French schools abroad and the large institutions. The law reorganises the university system, formerly governed by the framework law on higher education dated 12/11/1968, by granting more autonomy in administrative, financial, teaching and scientific matters to universities.

**Loi sur les enseignements artistiques (Law) : 06/01/1988, 88-20**

(Law on artistic education) Under this law, "artistic education is an integral part of primary and secondary schooling". Chapter 1 of the law provides for artistic education given in schools and higher education. Titles and diplomas delivered by institutions are recognised by the Minister for Culture and are placed on the list recognising titles and diplomas in technological education. Article 15 of the law creates a higher Committee for artistic education, jointly presided over by the Minister for Culture and the Minister for National Education, who draws up and publishes a report on his activity and the state of art education in France each year.

**LOLF (Law) : 1 août 2001, n°2001-692, JORF du 2 août 2001, [http://www.finances.gouv.fr/lolf/9\\_1.htm](http://www.finances.gouv.fr/lolf/9_1.htm), 11/06/2007**

La loi organique relative aux lois de finances repose sur la logique d'un pilotage par objectifs et d'une gestion orientée vers les résultats.

**Lycée's reform - begining of 1999 school year (service instruction) : 18-6-1999, MENE9901365N, BO n°25 du 24 juin 1999, <http://www.education.gouv.fr/bo/1999/25/ensel.htm>, 14/06/2007**

Five texts about the individual school help, the artistic expression workshops, the ICT training, the foreign language education and the language assistants.

**National programmes for primary school (Order) : 04-04-2007, MENE0750379A, Bulletin officiel, hors-série n°5 du 12-04-2007, <http://www.education.gouv.fr/bo/2007/hs5/default.htm>, 20/06/2007**  
Application of the common foundation ("socle commun") of knowledge and skills. Effectif from the beginning of 2007-2008 school year.

**Order n°2002-106 (Interministry order) : 30-04-2002, MENT0201078C, Bulletin Officiel, <http://www.education.gouv.fr/botexte/bo020409/MENT0201078C.htm>, 14/06/2007**  
IT and internet certificate: C2i

**Ordonnance du 6/01/1959 (Ordinance) : 6/01/1959, 59-45**

(Ordinance of 6/01/1959) The ordinance of 1959 was on compulsory schooling for children of both sexes, whether of French or other nationality, having reached the age of 6 after January 1 1959, and extending this to the age of 16.

**Organisation and timetables for professional "baccalauréat" at the higher secondary education level (Decree) : 17/07/2001, MENE0101494A, Bulletin Officiel du ministère de l'Education Nationale et du ministère de la Recherche n°33 du 13/09/2001, <http://www.education.gouv.fr/botexte/bo010913/MENE0101494A.htm>, 11/06/2007**  
Relative to the professional "baccalauréat".

**Organisation and timetables for the "final cycle" of secondary education level preparing pupils for the "baccalauréat général" (Decree) : 13-5-2003, MENE0301046A, JO DU 23-5-2003, <http://www.education.gouv.fr/bo/2003/24/MENE0301046A.htm>, 11/06/2007**  
L'arrêté modifiant l'arrêté du 18 mars 1999 relatif à l'organisation et aux horaires des enseignements des classes de la première à la terminale des lycées sanctionnés par le baccalauréat général

**Programme et horaires d'enseignement de l'école primaire (programme ministériel) : 14 Février 2002, n°1, Bulletin Officiel**  
Bulletin Officiel hors série

**Reception and protection of the childhood (Law) : 02-01-2004, SANX0300107L, JO n°2 du 03-01-2004, <http://www.admi.net/jo/20040103/SANX0300107L.html>, 11/06/2007**  
This law refers to the school obligation, the protection of abused children and other important regulations.

**Research program's law (Law)** : 18-04-2006, MENX0500251L, JORF du 19 avril 2006, <http://www.legifrance.gouv.fr/texteconsolide/PEEBD.htm>, 14/06/2007

**Social cohesion program's law (Law)** : 18-01-2005, SOCX0400145L, Journal Officiel, <http://www.admi.net/jo/20050119/SOCX0400145L.html>, 14/06/2007

**Social modernization's law (Law)** : 17-01-2002, MESX0000077L, J.O n° 15 du 18 janvier 2002 page 1008, texte n° 1, <http://www.legifrance.gouv.fr/WAspad/UnTexteDeJorf?numjo=MESX0000077L>, 14/06/2007

TITLE II, JOB, EMPLOYMENT AND VOCATIONAL TRAINING, Chapter II, Development of the vocational training, Section 1, Validation of acquired experience, Article 133

**The 8th of April 2002 decree (Decree)** : 08-04-2002, no 2002-482, JORF/LD, page 06324, <http://www.admi.net/jo/20020410/MENS0200157D.html>, 14/06/2007

Decree applying the structure of the European space for higher education to the french educational system.

**The professional aptitude certificate (CAP) (Decree)** : 22-7-2004, MENE0401330D, JO DU 29-7-2004, <http://www.education.gouv.fr/bo/2004/33/MENE0401330D.htm>, 11/06/2007  
General regulations

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## INSTITUTIONS

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### **Association nationale pour la formation professionnelle des adultes (AFPA)**

13 place du Général de Gaulle 93108 Montreuil Cedex

Tel: 01.48.70.50.00

Website: <http://www.afpa.fr> (08/06/2007)

Over more than 50 years, AFPA's mission is to help for the reintegration of unemployed people and to assure the access to vocational trainings and qualifications of working people.

### **Board of the heads of universities**

only web site

Website: <http://www.cpu.fr> (27/03/2008)

Actif participant in the public debates, the CPU, had become during the years an irreplaceable partner of the political decisions for the universities.

### **Centre d' études et de recherches sur les qualifications (CEREQ)**

11 rue Vauquelin 75005 Paris

Tel: +33.1.44.08.69.10

Fax: +33.1.44.08.69.14

E-mail: [nom@cereq.fr](mailto:nom@cereq.fr)

Website: <http://www.cereq.fr/index.htm> (08/06/2007)

Céreq is a public body working under the aegis of both the Ministry for National Education, Higher Education and Research and the Ministry for Employment, Social Cohesion and Housing. As a centre of public expertise at the service of key players in training and employment, Céreq is involved in the production of statistics, in research activity and in providing support for the implementation of policies. It gives out advice and counselling intended to clarify choices in the area of training policy at regional, national or international levels.

### **Centre international d'études pédagogiques (CIEP)**

1 av. Léon-Journault-

92311 Sèvres Cedex

Tel: +33.1.45.07.60.00

Fax: +33.1 45 07 60 01

Website: <http://www.ciep.fr> (08/06/2007)

Le centre international d'études pédagogiques a pour mission de Founded in 1946, the Centre international d'études pédagogiques contributes to the development of international cooperation in education. In 1987 it became a national public establishment and in 2003, it signed with its parent ministry, the French Ministry of Education and Higher Education, an objective agreement that defined its mission.

### **Centres académiques pour la scolarisation des nouveaux arrivants et des enfants du voyage (CASNAV)**

44 rue Alphonse Penaud

75020 Paris

Pour écrire à CASNAV/For mail:

CASNAV de l'académie de Paris

94 avenue Gambetta

75984 Paris cedex 19

Website: <http://casnav.scola.ac-paris.fr> (08/06/2007)

All information concerning immigrants'children, newly arrived in France with lack of skills in french language.

### **Government Portal**

Website: <http://www.premier-ministre.gouv.fr/fr/> (08/06/2007)

Web site about all official french institutions, list of the ministries, links, adresses, general information.

**INFFO Center**

4 avenue du Stade-de France

93218 Saint-Denis-La Plaine

Tel: +33 1 55 93 91 91

Fax: +33 1 55 93 17 85

E-mail: [contact@centre-inffo.fr](mailto:contact@centre-inffo.fr)

Website: <http://www.centre-inffo.fr> (08/07/2007)

This center offers analysts and practitioners a quick and synthetic approach to the French vocational training system.

**INS HEA**

58-60 avenue des Landes

92150 Suresnes

Tel: (+33) 1 41 44 31 00

Fax: (+33) 1 45 06 39 93

E-mail: [cabinet@inshea.fr](mailto:cabinet@inshea.fr)

Website: <http://www.inshea.fr> (27/03/2008)

INS HEA is a public institution, under both the authority of Higher Education and National Education, at the heart of the School adaptation and Schooling handicapped pupils which is the field of the schooling of pupils with special educational needs.

**Institut national de recherche pédagogique (INRP)**

Institut national de recherche pédagogique

19 allée de Fontenay

BP 17424 - 69347 Lyon Cedex 07

Tel: +33.4 72 76 61 00

Fax: +33.4 72 76 61 10

Website: <http://www.inrp.fr> (08/06/2007)

The INRP is a public agency whose purpose is to encourage and enhance research in the fields of education and training. It offers its expertise and teams to all researchers, trainers and decision-makers in the sphere of education. It does not, however, claim to be able to cover this field in its entirety and much less to have the monopoly on research in education. This is why the INRP is endeavouring to develop partnerships with other institutions, and at the same time to meet the requirements of its main trustees: schools and higher education establishments, and research.

**Intégrascoll**

INS HEA – Intégrascoll

58/60 avenue des Landes

92150 Suresnes

France

Tel: +33.1 41 44 31 00

Fax: +33.1 41 44 31 92

E-mail: [contact@integrascoll.fr](mailto:contact@integrascoll.fr)

Website: <http://www.integrascoll.fr> (08/06/2007)

Intégrascoll is a web site addressed to the teachers and professionals who are ment to work with handicapped children. It can also be used by the families and the handicapped children or adolescents. This project is supported by the ministry in charge of the national Education, the ministry in charge of Health, the Secretariat of handicapped population and is patronized by the medical Academy.

**Ministry of National Education**

110 rue de Grenelle- 75357 Paris 07 SP

Tel: +33.1.55.55.10.10

Website: <http://www.education.gouv.fr> (08/06/2007)



**National Agency for Fight against the Illiteracy**

1 place de l'Ecole - BP 7082  
69348 LYON CEDEX 7 - FRANCE

Tel: (+ 33) 4 37 37 16 80

Fax: (+ 33) 4 37 37 16 81

Website: <http://www.anlci.gouv.fr> (20/06/2007)

Créée en octobre 2000, l'ANLCI est un espace de mobilisation et de travail où tous ceux qui agissent et peuvent agir au niveau institutionnel et sur le terrain se retrouvent pour prévenir et lutter contre l'illettrisme. Son rôle est de fédérer et d'optimiser les énergies, les actions et les moyens de tous ces décideurs et acteurs pour accroître la visibilité et l'efficacité de leur engagement.

**National Center for Educational Documentation**

29 rue d'Ulm - 75230 Paris Cedex 05

Tel: +33.1.46.34.90.00

Website: <http://www.cndp.fr/> (08/06/2007)

The mission of CNDP is to provide and publish documents and to conceive pedagogical strategies concerning all levels of the french educational system.

**National Center for University and School Works (CNOUS)**

Website: <http://www.cnous.fr> (14/06/2007)

Institutional web site about students'life. The CNOUS is accompanying all the students (french and foreign) in their everyday's life in France.

**National Institute of Statistics and Economic Studies (INSEE)**

Insee Info Service

195 rue de Bercy

Tour Gamma A

75 012 Paris

Tel: +33. 825 889 452 (special tarif number)

Website: <http://www.insee.fr> (08/06/2007)

France's National Institute of Statistics and Economic Studies is a Directorate-General of the Ministry of the Economy, Finance, and Industry (MINEFI). It is therefore a government agency whose personnel are government employees, although not all belong to the civil service.

**National office for information about the education and the professions**

ONISEP Ile-de-France

1 villa des pyrénées

75020 Paris

Tel: 33.1 53 27 22 50

E-mail: [droidf@onisep.fr](mailto:droidf@onisep.fr)

Website: <http://www.onisep.fr>

National office helping foreign students to find and choose the curriculum that best suits them. It is also providing information about all the french secondary education (prior to the baccalauréat) and higher education (after the baccalauréat) channels.

**Public agency of pedagogical research**

19 allée Fontenay

BP 17424

69347 Lyon cedex 07

Tel: (+33) 4 72 76 61 00

Fax: (+33) 4 72 76 61 10

Website: <http://www.inrp.fr/> (27/03/2008)

INRP is a public agency whose purpose is to encourage and enhance research in the fields of education and training.

**Superior Education and Research ministry**

Ministère de l'Enseignement supérieur et de la Recherche

1 rue Descartes

75231 Paris cedex 05 - FRANCE

Tel: (+33) 1.55.55.90.90

Website: <http://www.enseignementsup-recherche.gouv.fr/> (20/06/2007)

**The French Documentation**

29-31 quai Voltaire

75 340 Paris Cedex 07

Tel: 33.1 40 15 71 10

Fax: 33.1 40 15 67 83

Website: <http://www.ladocumentationfrancaise.fr>

Central body under the administration of the Prime minister, "La Documentation Française" is providing public service. Its activities are concerning all general data and actual political, administrative, economical and social information in France and abroad.

**The National Centre for Distance Learning (CNED)**

CNED-BP 60200

86980 FUTUROSCOPE CEDEX-FRANCE

Tel: (33) 05 49 49 94 94

Website: <http://www.cned.fr> (08/06/2007)

The National Centre for Distance Learning is the largest operator in Europe and in the French-speaking world. It is a public institution depending on the Ministry of Youth Affairs, Education, and Research.

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